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**AN INQUIRY INTO THE POSSIBLE RELATIONSHIP BETWEEN THE SUCCESS
OF A SOCIAL FRATERNITY AND ITS ADHERENCE TO BUSINESS
MANAGEMENT PRACTICES AND PRINCIPLES**

AN INQUIRY INTO THE POSSIBLE RELATIONSHIP BETWEEN THE SUCCESS
OF A SOCIAL FRATERNITY AND ITS ADHERENCE TO BUSINESS
MANAGEMENT PRACTICES AND PRINCIPLES

A Dissertation Submitted in Partial Fulfillment
of the Requirements for the Degree of
Doctor of Philosophy

By

WILLIAM VAN MOSE
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The University of Arkansas

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PART I

THE STUDY AND HOW IT WAS CONDUCTED

CHAPTER I

INTRODUCTION

On February 5, 1948, two new social fraternities were given permission to colonize or begin operations on the campus of a large Southern university.* Both groups were affiliated with a national organization and were of approximately equal strength.

Each group began with a nucleus of less than 30 men. Their fraternity houses or living quarters consisted of small wooden frame buildings that were rented. Neither group could claim much social prestige or many financial resources. In 1948-49, their first full year of competition with the other fraternities on the campus, Fraternity XYZ ranked last in scholastic achievement while Fraternity ABC was only two spaces from the bottom.

The two new organizations faced formidable competition. In 1948, there were already 24 social fraternities operating on the campus, 21 of which claimed a local founding date prior to 1930. The average fraternity size at this time was 56 men; however, five fraternities listed a membership of more than 100 men.

* This is an actual case history taken from the records of the Dean of Students' Office at a Southern university. The names of the fraternities and the university involved have not been revealed in order to prevent any possibility of embarrassment.

By the school year 1951-52, neither Fraternity ABC nor Fraternity XYZ had made significant progress. ABC had a membership of 26 men and ranked 13th in scholarship, while XYZ listed 33 members and an academic rating of 22nd.

However, by the late 1950's, ABC had begun to show some signs of progress. From 1954-58, the fraternity's scholastic ranking averaged only 14th; however, the membership had been increased to approximately 75 men by 1958. In 1959, ABC purchased its first permanent property, moving into two larger and more attractive houses.

During the early 1960's, ABC made even more progress. The size of the membership increased steadily until it numbered more than 100 men in 1964. During the six-year period from 1959-64, ABC never ranked lower than second in scholastic achievement, being first during four of those years. In 1962, ABC purchased additional property, thereby adding a third house to its living quarters. For the 1963-64 school year, ABC fraternity ranked first in scholarship and fourth in size, with 101 members. The group rated "in the top ten" in social prestige. In addition, ABC chapter had received an award from its national fraternity as "the most outstanding chapter in the large university category."

Fraternity XYZ was not so successful during this same time period. During the 1950's, there was concern about both the financial condition and the scholastic standing of the group. From 1952-64, the membership never exceeded 40 men and the average scholastic rank was 14th. During the 1963-64 school year, XYZ ranked 24th of 26 groups in scholarship and last in size, with only 26 members. They were rated "near the bottom"

in social prestige. It was not until 1963 that XYZ purchased its first permanent housing, a small frame structure it had been renting.

After observing the case history of these two organizations that began simultaneously, one cannot help questioning the causes of the divergence in the degree of success. Operating under the same competitive conditions, why was one organization an apparent success while the other was an apparent failure? Was the difference in the degree of success or progress due to chance or uncontrollable factors or was it due to differences in the methods of operation of the two groups?

Many businessmen and educators in management assume that a causal relationship exists between the manner in which industrial organizations are managed and the success these organizations attain. Is it possible that such a causal relationship also exists where social organizations are concerned?

One might attempt to answer this question by a detailed case study of the two social fraternities mentioned above, analyzing any differences in the methods by which they operated or the manner in which they were managed over the 17-year span. Finding accurate information for the time period studied might prove difficult, however. In addition, the results from such a study might have limited application to other situations.

An alternative research method might be to study the current methods of operation for a large number of social fraternities, ranking them according to their degree of success and determining whether differences in the manner of management exist.

It is the latter approach that was used in this study.

The History of Fraternities

Before undertaking a description of the study and how it was conducted, certain background information is needed so that a proper understanding of the nature of the subject matter may be obtained.

Since the beginning of history men have joined together for their mutual protection, comradeship, pleasure, and profit. The gregarious instinct in man that dictates a mingling with his brothers is assumed to be largely responsible for this voluntary grouping of men into cohesive units.

Social orders and secret societies have an ancient heritage, dating back as far as 1427 B.C. in Greece.¹ Similar organizations can be noted at other times in history. However, the earliest record of the formation of a social club on a college campus in the Western Hemisphere was that of the FHC, often called "Flat Hat Club," at the College of William and Mary in Williamsburg, Virginia, in 1750.² The Greek-letter fraternity system in America emerged in 1776, only five months after the signing of the Declaration of Independence. Phi Beta Kappa was founded by five students at the College of William and Mary on the night of December 5, 1776.³

¹The Teke Guide: A Manual for Pledge Training (Indianapolis, Indiana: The Tau Kappa Epsilon Fraternity, 1962), p. 113.

²John Robson (ed.), Baird's Manual of American College Fraternities (17th ed.; Menasha, Wisconsin: George Banta Company, Inc., 1963), p. 7.

³Ibid., p. 7.

Phi Beta Kappa had all the characteristics of present-day college fraternities--a secret motto, password, recognition grip, ritual, and stated ideals of morality, scholastic attainment, and fellowship. Determined to extend its values to other institutions, this ancient society had established chapters at Yale, Harvard, and Dartmouth by 1787. However, in 1831, influenced by a nationwide agitation against secret societies, the Harvard chapter of Phi Beta Kappa voluntarily disclosed its secrets;⁴ thenceforth the entire organization became an honorary society in which membership was conferred primarily for distinguished scholarship.

Several fraternities were established from 1812-1824 in a few Southern states and at Princeton, Yale, and Union College; however, none of these organizations had a continuing existence. The oldest social fraternity in existence today was established at Union College in Schenectady, New York, in the autumn of 1825 as Kappa Alpha Society.⁵ Two years later, two other fraternities, Sigma Phi and Delta Phi, appeared on the Union scene. These three pioneering groups formed what is known as the "Union Triad." Three other fraternities--Chi Psi, Psi Upsilon, and Theta Delta Chi--were later founded at Union College, properly earning it the title of "Mother of Fraternities."

Before long fraternities began moving west, and Beta Theta Pi became the first fraternity founded west of the Alleghenies, being born

⁴Ibid., p. 28.

⁵Ibid., p. 8.

at Miami University in Ohio in 1839. Two other fraternities--Phi Delta Theta in 1848 and Sigma Chi in 1855--also had their birth at Miami. These three thus formed what is often called the "Miami Triad."⁶

By 1861, at the beginning of the Civil War, 37 men's fraternities had been established.⁷ Many fraternities, particularly those in the South, became inactive during the War. Following the War, Southern hostility toward Northern organizations persisted; therefore, several so-called Southern fraternities came into existence, many during the very death-throes of the Confederacy and especially at institutions made prominent by their military character. Alpha Tau Omega (1865) and Sigma Nu (1869) were born at Virginia Military Institute; Kappa Alpha Order (1865) was founded at Washington and Lee University; and Kappa Sigma (1867) and Pi Kappa Alpha (1868) had their beginning at the University of Virginia.⁸

Several other national organizations were founded in the 1800's, with Sigma Pi (1897), Delta Sigma Phi (1899), and Tau Kappa Epsilon (1899) being the last fraternities organized in the nineteenth century. Sigma Pi emanated from Vincennes University, TKE was born at Illinois

⁶Ibid., p. 8.

⁷College Fraternities: Their Origin, Purpose and Value (New York: National Interfraternity Conference, 1962), p. 2.

⁸Wilma S. Leland, "College Fraternities: Founded in 1776, Fraternities Are as Old as the United States," The College Fraternity: The World's Greatest Youth Movement (St. Paul, Minnesota: Leland Publishers, Inc., 1952), p. 10.

Wesleyan University, and Delta Sigma Phi was established at the College of the City of New York.⁹

At the turn of the century, after 124 years of existence, the college fraternity system in the United States consisted of only approximately 40 national fraternities. Many other national organizations were founded only to die after a period of existence. In fact, the 1963 edition of Baird's Manual of American College Fraternities lists 62 "fraternities that are no more"--national fraternities that were founded but are no longer in existence.¹⁰

During the twentieth century, however, the growth of college fraternities has been more rapid. Approximately thirty new national organizations have been founded since 1900.¹¹ In addition, the number of chapters within most fraternities has been vastly expanded. Two of the leaders in twentieth century growth were Sigma Phi Epsilon, founded at the University of Richmond in 1901, and Lambda Chi Alpha, established at Boston University in 1909.¹²

Today, the American college fraternity system consists of numerous men's social fraternities, women's social fraternities or sororities, and professional, honor, and recognition societies for both men and women.

⁹Ibid., p. 10.

¹⁰Robson, op. cit., pp. 717-753.

¹¹Clyde Sanfred Johnson, "The College Fraternity: Genesis and Growth," The College Fraternity: The World's Greatest Youth Movement (St. Paul, Minnesota: Ioland Publishers, Inc., 1952), p. 21.

¹²Robson, op. cit., pp. 326, 373.

However, this study is limited to the segment of the fraternity system known as men's social fraternities.

Men's social fraternities now number approximately 75 national organizations. They range in size from one national organization with more than 200 undergraduate chapters to several with less than ten chapters, the total number of undergraduate chapters of all national organizations exceeding 4,000. A few of the national fraternities restrict membership to certain religious or racial groups. However, most of the fraternities draw their membership from the general student body of the educational institutions where they are located.

Sixty of the national fraternities are members of the National Interfraternity Conference (NIC), an advisory body composed of representatives of the various member fraternities.¹³ The other social fraternities are not members of the NIC for one of two main reasons: (1) they do not meet the membership requirements of the NIC concerning the number of chapters, the number of fraternity houses, the age of the organization, or the location of all chapters on the campuses of accredited colleges and universities or (2) they prefer to remain outside the NIC because of their regional scope.

In addition to the chapters of national social fraternities, there are a number of local fraternities located on campuses where national fraternities are not allowed.¹⁴ There are also some local fraternities

¹³"NIC Fraternity Statistics," The Fraternity Month, XXXII (February, 1964), 8.

¹⁴Robson, op. cit., pp. 705-710.

on campuses where national groups are allowed, these fraternities electing to remain "local" for personal reasons.

In 1964, it was estimated that approximately 2,160,000 men had been initiated into membership in the 60 national fraternities which are members of the NIC. Of these members, approximately 84%, or 1,805,000, were thought to be still living. Alumni members represent 91% of the total living membership, numbering approximately 1,645,000.¹⁵

It is estimated that the undergraduate membership of the 60 NIC fraternities approximates 160,000 male students annually. The yearly turnover within this 160,000 is fairly high, as might be expected with the average undergraduate educational period spanning only four years. During the 1963-64 school year, 64,000 new members were initiated into the NIC fraternities, a growth rate, proportionate to the total number of living members, of 4%.¹⁶

In 1963, it was reported that there were 4,535 chapters of men's social fraternities operating on the campuses of colleges and universities in the United States. Of these chapters, 4,092 were affiliated with a national organization, while 443 were local fraternities.¹⁷

These chapters were located on 497 different college and university campuses.¹⁸

¹⁵Analysis of Membership Statistics of the National College Fraternities (Evanston, Illinois: The Stewart Howe Services, Inc., 1964), p. 1.

¹⁶Ibid., p. 1.

¹⁷Robson, op. cit., p. x.

¹⁸Ibid., p. ix.

Social fraternities are unique organizations on a college campus in that they (1) are secret societies--having a secret ritual, lore, etc., (2) emphasize a social program for their members, (3) commonly own or rent a house in which members of the fraternity reside, and (4) limit membership to only those individuals who are extended an invitation to join.

The basic aims, objectives, and purposes of college social fraternities were stated in 1944 by the National Interfraternity Conference. This statement, known as The Decalog of Fraternity Policy codified the following objectives:¹⁹

1. The college fraternity has as its goal . . . to provide training and discipline of the individual who, in seeking an education, desires to make of himself a useful member of society, possessing knowledge, trained skill, and capacity for accomplishment. The college fraternity as a group organization seeks to teach man how to live and work together, striving by precept and example for the personal development of the individual in the training of mind and body. . . .
2. The college fraternity must regard itself as an integral part of the institution in which it is located. . . . Furthermore, the college fraternity, with complete loyalty and allegiance to the college which nurtures it, has the duty of supporting in every possible way the institution of which it is part.
3. The college fraternity is also a business organization. Successful management requires sound financial practices and good housekeeping methods. There is the dual obligation of prompt collection of monies owed and prompt payment of accounts due. . . .
4. The college fraternity stands for excellence in scholarship. It seeks as a part of its college to promote

¹⁹The Decalog of Fraternity Policy (New York: National Interfraternity Conference, 1944).

diligent application to study by the fraternity member, not only in order that the requirements of the college be met, but also that achievement above the average level may be attained. . . .

5. The college fraternity accepts its role in the moral and spiritual development of the individual. It . . . endeavors to develop those qualities of ethical conduct which add to the inner growth of man.
6. The college fraternity recognizes that culture goes hand in hand with education, and, therefore, seeks to broaden the growth of the fraternity member by encouraging the acquisition of knowledge and training in cultural subjects. . . .
7. The college fraternity is the center of much of the social life of the fraternity member. As such it seeks to develop the social graces, the art of good living, the development of courtesy and kindness. . . .
8. The college fraternity recognizes the importance of the physical well-being of its members. It seeks to provide healthful and sanitary housing. It encourages healthful practices by the members, discourages physical excesses, and promotes athletic competitions in both fraternity and college life. . . .
9. The college fraternity assumes civic responsibilities. The chapter house is another training ground for good citizenship. Fraternity members are taught first their civic responsibilities as members of the college community, and are prepared in later life to assume their responsibilities to their communities and to the nation.
10. The college fraternity seeks to develop those qualities of human understanding, of companionship, of kindness, with a knowledge and training in appraising the basic values of life, which will lead towards a better civilization, with peace and understanding among all peoples.

It appears that a better understanding of the organizational structure and method of operation of college social fraternities would be obtained by examining more closely an individual fraternity that might be typical of all social fraternities. Because the majority of

the chapters examined in this study are chapters of Tau Kappa Epsilon Fraternity, more detailed information on this fraternity is presented.

The growth and development of TKE fraternity.--Commonly called "Teke" in interfraternity circles, Tau Kappa Epsilon was founded at Illinois Wesleyan University in Bloomington, Illinois, on January 10, 1899.²⁰ The early growth of the fraternity was slow, as the second chapter was not added until 1909 and the fraternity did not become a member of the National Interfraternity Conference until 1915.²¹

At the beginning of World War II, only 38 chapters had been installed. During the war years, most of the chapters became inactive. As a result, TKE started anew after the War in 1945 with only 19 active chapters. A tremendous growth rate was experienced, however, by the fraternity in the post-World War II era. In the period from 1947-63, a number of the inactive chapters were reinstalled and 165 new chapters were organized and added to the fraternity.²²

As of July, 1964, Tau Kappa Epsilon had a total of 208 active undergraduate chapters and a total of 57,246 initiates.²³ The number of its undergraduate chapters is the largest among the fraternities that are members of the National Interfraternity Conference.

²⁰The Teke Guide, p. 57.

²¹Ibid., pp. 58-59.

²²Minutes of the Summer Grand Council Meeting, Tau Kappa Epsilon, August 29-30, 1964, p. 25.

²³Ibid., p. 25.

The structure of the national organization.—The administrative offices, called the International Headquarters, of the fraternity are located at 3755 Washington Boulevard in Indianapolis, Indiana. The office is managed by a full-time Executive Secretary and one or more assistants. The Executive Secretary directs a staff of field supervisors, who perform chapter visitation duties, and an office staff, who handle clerical tasks.

The supreme governing body of the fraternity is the Grand Chapter, a body composed of one delegate from each undergraduate chapter and from each alumni chapter, eight national officers, and all past national presidents of the fraternity. The Grand Chapter meets every two years at a convention called a conclave. The government of the fraternity between conclaves is vested in a Grand Council, composed of eight Grand Officers, each elected by the Grand Chapter for a term of two years.

The Grand Council, responsible for the establishment of policy and the general supervision of fraternity affairs, functions basically as a board of directors. The Executive Secretary acts as the chief administrative officer of the fraternity and is accountable to the Grand Council for his performance.

The undergraduate chapters of the fraternity are divided into several districts or provinces, each province including all the chapters within the boundaries of the defined geographical area. Each province has a Province Supervisor and one or more Assistant Province Supervisors who are responsible for the inspection, visitation, and supervision of the chapters in the province. Each Province Supervisor (who is a

voluntary, non-salaried worker) is directly responsible to the Executive Secretary for the performance of his duties.

Typical organization of an undergraduate chapter.--As specified by the International Constitution and Bylaws of the fraternity,²⁴ each undergraduate chapter has a total of eight officers with the recommended term of office being one school year. The eight officers are president, vice-president, secretary, treasurer, chaplain, pledge trainer, historian, and sergeant at arms. Some chapters, at their option, might have additional offices such as alumni secretary and house manager. In addition, it is likely that some of the major officers would have assistants, such as assistant pledge trainer, assistant treasurer, or assistant house manager--the assistant's position commonly being an appointed one.

Many of the activities of the undergraduate chapter are planned and performed by committees. The Model Chapter Bylaws²⁵ suggest a total of ten committees, but the number actually utilized by the chapter varies from zero to ten, depending on the size and inclination of the chapter. Each undergraduate chapter formulates its own set of bylaws, the Model Chapter Bylaws serving only as a guide. The ten committees advocated by the Model Chapter Bylaws are house, finance, social, activities, content, relations or alumni, membership or rushing, discipline, scholarship, and fraternal. The committee chairmen may be elected or appointed, depending on the inclination or stated bylaw of the undergraduate chapter. In some

²⁴The Black Book of Tau Kappa Epsilon (Indianapolis, Indiana: Tau Kappa Epsilon Fraternity, 1964), p. 3-43.

²⁵Ibid., pp. 56-67.

cases, several of the elected officers may automatically serve as chairmen of specified committees. The members of each committee are commonly appointed, either by the president of the chapter or by the chairman of the committee involved.

Each undergraduate chapter of Tau Kappa Epsilon has a Board of Control, a supervisory body composed of five or more alumni members of the fraternity. The main purpose of the Board of Control is to exercise general supervision over all phases of chapter operations, particularly the finances of the chapter. The board is elected in the first instance by the undergraduate chapter; thereafter, when vacancies occur, they are filled by the election of a new member by the remaining members of the board.

Each chapter also has a Chapter Advisor, an alumni member of the fraternity who is elected by the chapter and approved by the Executive Secretary. The Chapter Advisor, who is an ex-officio member of the Board of Control, is apt to be a faculty member at the institution where the chapter is located, although this is not a requirement for the position.

Management Practices and Principles of Fraternities

This study was concerned with the identification of management practices and principles as they appeared in and were utilized by social fraternities to determine if the use of managerial practices and principles influenced the degree of success achieved by the organizations studied. Therefore, the terms "management practices and principles" should be clarified and elaborated upon.

Much has been written about "good" or "proper" management practices in industry. Management textbooks and journals are filled with the collective and individual thinking of numerous businessmen and educators on what constitutes "good management."

Management as an activity and/or field of study has been defined by numerous writers. Robert D. Hay describes management as "the art and science of reaching objectives through people and things."²⁶ Koontz and O'Donnell define management as "the accomplishment of desired objectives by establishing an environment favorable to performance by people operating in organized groups."²⁷ Petersen and Plowman have still another definition: "Management may be defined as a technique by means of which the purposes and objectives of a particular human group are determined, clarified, and effectuated."²⁸

It is this writer's opinion that management is a universal process that can best be described by analyzing the functions that a manager performs. However, there exists some disagreement among writers as to the exact delineation of the functions that make up the process. R. C. Davis describes the functions that a manager performs as planning,

²⁶ Robert D. Hay, Management Audit for Small Business Organizations (University of Arkansas, 1962), p. 10A.

²⁷ Harold Koontz and Cyril O'Donnell, Principles of Management: An Analysis of Managerial Functions (3rd ed.; New York: McGraw-Hill Book Company, 1964), p. 1.

²⁸ Elmore Petersen and E. Grosvenor Plowman, Business Organization and Management (4th ed.; Homewood, Illinois: Richard D. Irwin, Inc., 1958), p. 35.

organizing, and controlling;²⁹ Terry feels that the fundamental functions of management are planning, organizing, actuating, and controlling;³⁰ Koontz and O'Donnell define the managerial functions to include planning, organizing, staffing, directing, and controlling;³¹ and Hay says that the functions of management are planning, acquiring, organizing, actuating, coordinating, and evaluating.³²

This writer would be more inclined to agree with the list propounded by Hay as it appears more comprehensive and understandable. The only area of disagreement would involve the possible substitution of a term such as directing for actuating.

A practice is defined by Webster as a "usual mode or method of doing something."³³ Managerial practices then are apt to include the whole body of activities, techniques, and procedures that are designed to improve the ability of an organization to achieve its stated goals and objectives. The utilization of managerial practices in an industrial organization is likely to be widespread. Many of these practices might represent intermediate steps involved in the performance of a particular managerial function. For example, the preparation of a financial budget

²⁹ Ralph Currier Davis, The Fundamentals of Top Management (New York: Harper & Brothers, Publishers, 1951), p. 14.

³⁰ George R. Terry, Principles of Management (3rd ed.; Homewood, Illinois: Richard D. Irwin, Inc., 1960), p. 29.

³¹ Koontz and O'Donnell, op. cit., p. 1.

³² Hay, op. cit., p. 12A.

³³ Webster's New Collegiate Dictionary (Springfield, Massachusetts: G. & C. Merriam Co., 1953), p. 662.

might be a practice designed to aid in the performance of the function of planning. Practices are apt to be based upon principles of management that have been formulated from experience over a period of time.

Several writers in management have been concerned with the derivation and codification of "principles." A principle is defined by Hay as "a general statement of truth which is derived from a cause and effect relationship in a given situation."³⁴ Terry states that a principle can be defined as "a fundamental statement or general truth providing a guide to thought and action."³⁵ Koontz and O'Donnell think of principles as being "fundamental truths applicable to a given set of circumstances and having value in predicting results."³⁶ These writers do not appear to be in significant disagreement. Principles appear to be basic propositions that aid a manager in his decision-making process to achieve stated goals.

There is not universal agreement, however, as to the validity of management principles. In fact, the controversy has been somewhat heated with a number of different philosophies or theories being expressed.³⁷ This writer, however, does not wish to become embroiled in an attempt to justify the existence of management principles. Rather the existence of

³⁴ Hay, College of Business Administration, University of Arkansas, Lectures, 1960-63.

³⁵ Terry, op. cit., p. 6.

³⁶ Koontz and O'Donnell, op. cit., p. viii.

³⁷ See Harold Koontz, "The Management Theory Jungle," Journal of the Academy of Management, IV (December, 1961), 174-188.

principles is assumed; it is left to the more learned writers in the field to argue the validity of this assumption.

The Significance of the Study

It was mentioned earlier that the number of national social fraternities that have failed almost equals the number that have succeeded, i.e., that 62 national fraternities, after existing for a period of time, are no longer in operation. A further analysis of data in the 1963 edition of Baird's Manual of American College Fraternities also reveals that 974 chapters of the present national fraternities are "inactive" or no longer in existence.³⁸

How many of these chapters died because of a "lack of management" or a failure to adhere to "sound management practices"? The answer to this question would be difficult to prove, but one may speculate as to the reasons for the downfall. No implication is intended that a "lack of good management" was the sole cause of failure for the fraternities in question, as many of the chapters may be inactive for other reasons; however, it appears logical that the type of management practices (or the lack of them) used might have been a factor in the success or failure of the organizations.

Do social fraternities need to be preserved on a college campus? This writer suspects that some citizens might answer this question in the negative. To the extent that social fraternities fail to fulfill their stated objectives or purpose, such an answer might be merited. It is not

³⁸ Robson, op. cit., p. x.

the objective of this writer to settle any controversy over the merit of social fraternities; however, when social fraternities do achieve their stated purpose, many individuals would agree that their existence is justified.

Are social fraternities of any significance on a college campus? With only 160,000 undergraduates out of a total male enrollment (full-time students) of 1,553,878³⁹ in 1963-64 actively involved in the activities of social fraternities, the numerical impact--approximately 10.3% of the total male enrollment--of these groups on the educational system does not appear to be of great significance. However, there are indications that the influence fraternities possess on a college campus and the contribution they make to the college community is more than proportional to their numerical size.

A study in 1947 at the University of Minnesota revealed that 61.9% of the all-university elected student offices and 33.8% of all campus leadership positions were held by members of general fraternities and sororities, although these students composed only 9.1% of the total campus enrollment.⁴⁰ The study also disclosed greater than proportional representation in student activities by fraternities in 1941 and 1944, although the figures in these years were slightly less impressive.

³⁹ Garland G. Parker, "Statistics of Attendance in American Universities and Colleges, 1963-64," School and Society, XCII (January 11, 1964), 8.

⁴⁰ E. G. Williamson, "Group Origins of Student Leaders," Educational and Psychological Measurements, VIII (Winter, 1948), 606.

Fraternity dominance of campus leadership positions and other activities might be even greater at other educational institutions, as the University of Minnesota has "never been considered a 'strong fraternity locale'."⁴¹

There also appears to be some credence to the hypothesis that fraternity men become leaders at a later stage in life or hold important positions of leadership in the organizations with which they are associated after graduation from college. A study in 1963 contended that "approximately three out of every four of the chief executive officers of the nation's 750 largest corporations, who have attended college at an institution where men's college social fraternities exist, are members of those organizations."⁴² Similar research also revealed that "seventy per cent of the Senators and approximately 40 per cent of the Representatives in the 88th Congress are members of college social fraternities and sororities."⁴³ Many national leaders in other fields are also fraternity men and point to their undergraduate fraternity experience as a beneficial factor in shaping their philosophy, thoughts, and actions.⁴⁴

⁴¹ Letter from Stewart S. Howe, president of The Stewart Howe Services, Inc., Evanston, Illinois, June 15, 1965.

⁴² Carroll Lurding, "Captains of Top U.S. Industries Are Greeks," Banta's Greek Exchange, LII (April, 1964), 110.

⁴³ Carroll Lurding, "Fraternity Alumni in the 88th Congress," Banta's Greek Exchange, LI (July, 1963), 195.

⁴⁴ Enduring Values in the College Fraternity (New York: National Interfraternity Conference, 1964), pp. 6-22.

It was reported earlier that the number of living fraternity alumni is estimated as 1,645,000. Assuming the accuracy of this estimate, it would appear that the leadership positions held by fraternity members--at least in industrial and governmental organizations--might be greater than proportional to their percentage composition of the total male population of the United States aged twenty-five and older.

There is no intention to make any judgment as to "how well qualified" the fraternity men (both undergraduate and alumni) are for the positions they occupy. The writer is merely noting their presence in posts of leadership. Neither is this writer implying that these national leaders gained their positions of importance because they are members of a social fraternity or vice versa. The implication is merely that many national leaders were affiliated with a social fraternity while in college, and it therefore follows that social fraternities on a college campus may contain many future national leaders.

Educators and psychologists⁴⁵ seem to feel that the years a young man spends in college (usually the age bracket 18-22) form a critical period of development in his life--a formative period in the sense that he is generally receptive to new ideas and philosophies and is exposed to many new methods and procedures of performing tasks and solving problems that may be influential in shaping his future actions. In fact, the validity of this premise seems to be a major justification for the collegiate educational system.

⁴⁵Robert D. Hess, "High School Antecedents of Young Adult Achievement," Studies in Adolescence, ed. Robert E. Grinder (New York: Macmillan Company, 1963), p. 401.

It is the contention of this writer that students who are actively involved in the operation of a chapter of a social fraternity have an excellent opportunity to utilize management practices and principles-- via such activities as establishing goals for the organization, developing plans to accomplish these goals, fixing responsibility and delegating authority, forming systems of reporting or accountability, and evaluating the results of performance. Problems or situations of this nature are apt to be encountered with regularity in the operation of social fraternities. In fact, for those students who are enrolled in management or business administration curricula, social fraternities seem to offer a "laboratory" within which management practices and principles could be tested for validity by the student.

It is also the belief of this writer that students who have had an opportunity actually to use (rather than simply to study) management practices and principles in the operation of social fraternities while in college and are able to see the usefulness of these practices in operation are more apt to use these practices and principles in the industrial, educational, and governmental organizations with which they are associated after graduation--more than if they had not had this opportunity. The measurement of the validity of this contention would be difficult; however, it appears logical to this writer that such a relationship exists.

Since members of social fraternities seem to provide a greater than proportional share of the leaders in undergraduate collegiate activities as well as in national positions of importance, would not a study,

the results of which might affect the thoughts and actions of these individuals during their "formative or receptive" years, be of importance?

Would not a study of the management practices of social fraternities, attempting to determine if any relationship exists between the use of good managerial practices and success, and attempting to uncover those practices that appear to be most influential in the achievement of success, be of value? By conducting such a study, analyzing the results, and making the information available to all social fraternities, the writer hopes that some of the recipients of the information might adopt and use those practices of management revealed by the study to be most influential in the achievement of success.

It is hoped that the study might be of significance in two respects: 1) the survey results, if used properly, might serve to reduce the number of failures among chapters of social fraternities and 2) the data collected might be of educational value in providing the student with information concerning the possible application and testing of management practices and principles while in college.

The long range effect of the study, therefore, might be to improve the practice of management in social fraternity chapters, resulting in a reduced rate of mortality. In addition, an indirect long range effect might be the production of students more aware of good management practices, better managers for industrial, educational, and governmental organizations.

By teaching college students proper management techniques, showing them how these techniques can be applied in the operation of a social

fraternity, and giving them the opportunity to make this application, it appears that a valuable service will have been performed both for the social fraternities and the individuals involved.

CHAPTER II

THE NATURE OF THE INVESTIGATION

The Purpose and Scope of the Study

In defining the problem with which this writer chose to deal, it can be stated that the purpose of the study was to provide data that might supply answers to the following two questions:

- 1) To what extent are selected management practices and principles utilized by college social fraternities?
- 2) Is there any significant relationship between the adherence to these selected managerial practices and principles and the degree of success achieved by the fraternities studied?

The underlying purpose was, therefore, to shed some light on the question of why one social organization was more successful than another with which it was competing.

The study was limited to a description and analysis of the management practices used by undergraduate chapters of American college social fraternities. These groups are sometimes referred to as "general" fraternities in that social fraternities, as a rule, draw their membership from the whole student body at the college or university where they are located, rather than from any particular interest group on campus.

Social or general fraternities are not to be confused with honorary, scholastic, professional, or recognition societies. The membership

of these groups may include both men and women and is generally limited to those students who meet some specific scholastic or interest requirement or to individuals who have made noteworthy achievements in certain areas of campus life. Many of these societies have adopted Greek-letter names similar to those employed by social fraternities, making the identification process even more difficult for the layman not acquainted with fraternities.

The study was also limited to the activities of men's social fraternities, as opposed to women's fraternities--more commonly called "sororities."

Only the methods of operation of undergraduate chapters--organizations of male undergraduate students on a particular college or university campus--were studied. It was not the objective of this writer to study the inter-related activities of a number of chapters bearing the same name, i.e., the operations of a national fraternity. Neither was it the writer's purpose to review the functioning of alumni chapters--groups of alumni members of one national fraternity located in a particular geographical area.

The scope of the study was further limited by the small number of fraternities included in the sample and the short time period within which the investigation took place.

A total of 72 fraternities were included in the study, out of a total population of approximately 4,000 undergraduate chapters of social fraternities. In addition, a majority of the chapters studied were taken from one national fraternity.

The investigation spanned over nine months--from September, 1963, to June, 1964. The data from each chapter studied were collected during a three-day period, with a few exceptions. The information would, therefore, be somewhat colored by the time at which the investigation occurred.

These and other limiting factors in the study will be discussed in greater detail in a later section.

The Factors Used in a Measurement of Success

One of the first problems encountered in a study attempting to determine the relationship between the success of a social fraternity and the management practices used was the definition of a successful fraternity.

A college administrative official might reply that a successful fraternity is one that obeys all university or college regulations and makes some contribution to the educational goals of the institution. An undergraduate student might define a successful fraternity as one that is well-liked or is prestigious in the eyes of his fellow students. A local businessman in a college community might be inclined to say that a successful fraternity is one that remains financially solvent, i.e., pays its bills on time. In short, what constitutes a successful fraternity is apt to be interpreted differently by different individuals, the divergence of opinion resulting from the varying points of view of the respondents.

From the point of view of an individual member of a social fraternity, a chapter may be successful if it fulfills his personal needs and desires. Were it possible to 1) codify all the needs, desires, and

objectives of each member; 2) measure the degree to which each individual need, desire, and objective is satisfied by the social fraternity with which he is affiliated; and 3) derive a numerical "quotient of need fulfillment" that could be averaged for the group as a whole, a highly useful measurement of success would be obtained. To measure such data in quantitative terms, however, might prove highly improbable if not impossible.

Another approach to the measurement of success might be to obtain some evaluation as to how well a chapter achieved the objectives stated for all social fraternities as codified in The Decalog of Fraternity Policy. However, this approach would also suffer from a lack of quantification. Professional fraternity administrators and college officials dealing with fraternity activities are likely to use more definite and easier-to-measure criteria in the judgment of success. Data such as the size of the chapter, the percentage of pledges that are initiated, the results of intramural athletic competition, and the number of pledges obtained are factors that might be evaluated.

Realizing that success is a difficult term to define, one must describe it by a combination of factors. Therefore, for purposes of objective and scientific study, it was this writer's opinion that success must be defined in measurable and quantitative terms.

To measure the success or progress of any individual or group in any endeavor, there must be some benchmark or guidepost. Two commonly used guideposts are 1) an established standard of performance and 2) the results of others competing in the same activity.

Where competitive results are available, they serve as a quick and easy method of measurement. For example, if six athletes are competing in a mile run, the success of each could be measured by the order in which he finished--first, second, third, etc.

For some activities an established standard of performance against which results can be compared may provide a measuring-stick for success. In the above example of the mile run, the time recorded by each participant could be compared to the record for this particular event or to the best time recorded by a performer in the applicable category. Such a comparison would provide a basis for evaluation over and above that obtained from competitive results. Universally accepted standards of performance are, however, more difficult to determine and less numerous than are competitive measures.

In the fraternity system there are few specific standards for measurement that can be applied to all chapters, although general criteria can be established. The widely-differing conditions under which different chapters operate--from the major state university to the state college campus to the municipal university to the small liberal arts college--limit the applicability of universal standards of performance of any specific nature.

It was the opinion of this writer, however, that by comparing the results achieved by each chapter with the results achieved by its competitors a universally applicable guidepost for measurement could be obtained. Success, therefore, was defined by the writer in terms of competitive results--how well the particular chapter being studied ranked in

comparison with its competitors (the other social fraternities on campus) in six specific areas. The six criteria that were used to measure success were

- 1) membership or comparative size
- 2) comparative scholarship ranking
- 3) rush results or number of pledges obtained
- 4) rate of initiation or percentage of pledges initiated
- 5) campus leadership
- 6) campus student opinion

In four of the six areas (membership, scholarship, rush results, and campus opinion), the writer determined the rank--1 of 12, 6 of 7, 21 of 43, etc.--of the chapter being studied in comparison with its competitors on the basis of data collected. However, for one category (rate of initiation), comparative data were not available; success was, then, measured by comparison with standards of performance set by the writer. In the remaining category (campus leadership), a more general ranking was formulated, the results being modified by the characteristics of a particular situation.

A numerical grading or scoring system was devised for each criterion, each chapter being assigned a score ranging from eight to two points depending upon its percentile ranking when compared with its competitors. As the writer had little justification for advocating that one criterion was more influential than another, each criterion was, therefore, given an equal weight in the determination of success.

All of the grading was performed by the writer on the basis of information collected by personal interview and investigation. After a numerical score had been determined for each criterion, the individual

scores were totaled to derive an overall "success score" for the chapter. Since the highest score in each criterion was eight points, the maximum total score was 48 (8 points x 6 criteria). Likewise, since the lowest possible score for each criterion was two points, the minimum total score for a chapter was 12 (2 points x 6 criteria).

As the success of a chapter was defined in competitive terms, an adjustment was made in the total "success score" of the chapter for the number of competitors that a chapter faced. For campuses where from four to eleven fraternities were located, no adjustment was made. If, however, there were fewer than four fraternities on campus, a downward adjustment in the total score was made--one point being subtracted for each fraternity less than four on a campus. For example, if there were only two fraternities on a campus, two points would be subtracted from the total of the particular chapter involved. When there were twelve or more fraternities on a campus, an upward adjustment was made--one point being added to the overall "success score" for each eight fraternities with which a chapter competed.

The schedule used for making the adjustment in the total "success score" is presented on the next page as Table 1. The rationale for the adjustment was that competitive success becomes more difficult as the number of competitors increases. Although success was not computed by comparing a chapter at one college with a chapter at another educational institution but by comparing one chapter with its competitors at a particular college, it was felt that some consideration should be given for the differences in competitive situations--the degree of competition faced.

TABLE 1

ADJUSTMENT SCHEDULE FOR SUCCESS SCORE

<u>Number of chapters on campus</u>	<u>Adjustment made</u>
1	- 3
2	- 2
3	- 1
4-11	0
12-18	+ 1
19-28	+ 2
29-38	+ 3
39-48	+ 4
49-58	+ 5

A better understanding of the six criteria of success that were adopted might be facilitated by a discussion of how and why each criterion was used. Such a discussion is presented below.

Membership or comparative size.--Membership referred to the total number of members and pledges who were affiliated with the chapter being studied as compared to the total number of men affiliated with the other chapters on the campus. The chapter's score in this category was determined by its percentile ranking among the other fraternities in total manpower.

The measurement of the size of a chapter was made as of a given time--when the interview was staged--rather than an average size for the whole year, as average size figures were normally not available for all fraternities. Therefore, the absolute size of the fraternity was affected by the time of year at which the measurement or survey was made. For instance, if the measurement of size was taken before rush (the period during which prospective members are invited to join the organi-

zation), the absolute size of the group could be expected to be less than if the measurement was taken after rush was completed. Likewise, on campuses where "open" rush (new members can be pledged at any time) prevails, the size of the group could be expected to fluctuate throughout the year.

However, since a chapter's rating in this category depended not upon the absolute number of members and pledges that a chapter had but upon the ranking of the chapter as compared with the other social fraternities on the campus, it was felt that the time of the rating was of less consequence. Although there might be some slight shuffle in the rankings during the year, it was felt that any significant change in the rankings would more likely take place over a longer period of time. The chapter's score in this category was also determined by its percentile ranking, a slightly broader grading device than simple numerical ranking.

The scoring schedule for this criterion was as follows:

TABLE 2
SCHEDULE FOR RATING IN SIZE

<u>Percentile rank</u>	<u>Points obtained</u>
In top 25%	8
26-34%	7
35-44%	6
45-54%	5
55-64%	4
65-74%	3
In lower 25%	2

Comparative size was regarded as a criterion of success in that the magnitude of the membership of a social fraternity is a significant

indication of its strength. It would appear that a chapter's ability to compete with the other fraternities on the campus in various activities would be in some degree proportional to the number of members it possessed.

Comparative scholarship ranking.--The success of a chapter in this category was determined by a comparison of the group grade average of the chapter being studied with the scholastic average attained by the other social fraternities on that campus during a previous time period. On the basis of the magnitude of the scholastic average recorded by each group, a numerical ranking was formulated and a percentile grouping obtained.

In an effort to alleviate a problem that might result from a drastic shuffling of the rankings from one semester or quarter to the next, an average rank was used for the past two-year (four semesters or six quarters) period in all cases where this information was available. The official scholastic averages computed by the appropriate college administrative office--usually either the Registrar's or the Dean of Students' office--were the figures selected, with the overall average (for both members and pledges) used.

One of the purposes of social fraternities is to promote the scholastic development of its members; therefore, scholastic achievement has long been a measure via which social fraternities have been ranked. For a particular campus, a standard of performance is commonly used in addition to a ranking by order of magnitude of the grade averages of each group. This standard of performance is usually the All Men's Average, the arithmetic mean of the grade averages of all male undergrad-

uate students. Scholastic reports generally note whether or not a chapter's group grade average is above or below the AMA.

Information concerning whether or not a chapter's grade average was above or below the All Men's Average was collected by the writer and might have been used as a criterion of success. It was felt, however, that this measure did not give the degree of stratification necessary for ranking.

The scholastic ranking of a chapter was viewed as a criterion of success in that it serves as an evaluation of the intellectual "quality" or character of a social fraternity and is an implication as to the scholastic ability of the students who compose the organization. The fact that college administrative officials generally regard scholastic achievement as a major basis for the ranking of fraternities, awarding numerous trophies and other devices of recognition to those ranked highest in this category, and that the National Interfraternity Conference annually collects and publishes data on the scholastic ranking of the chapters of all NIC member fraternities would seem to be added justification for the use of this category as a criterion of success.

The schedule for scoring in this category was the same as the one previously presented for scoring according to membership or size.

Rush results.--Rush results referred to the number of pledges (new members) secured by the chapter studied during a formal rush period as compared to the number of men pledged by the other social fraternities on campus. A formal rush period refers to a period of time during which students may be extended a bid to join a social fraternity and are

pledged to the organization, the activity of securing new members operating according to an established format with all groups participating. This is distinguished from an "open" rush period during which bids may be extended and men pledged but the activities are not organized and participation is voluntary.

Formal rush periods are apt to be scheduled either once or twice during a school year, usually at the beginning of a semester or quarter. However, even though two or more formal rush periods may be scheduled, one period is usually looked upon as the major one--the period during which the majority of the new members are pledged. The results from this "major" formal rush period were the data that were used to compute the percentile ranking of the chapter studied.

The absolute number of men pledged was a pertinent factor only as it formed the basis for the ranking of the chapter among its competitors. No effort was made to consider the "quality" (a much-used term that often defies definition and exact measurement) of the men pledged.

An average ranking of rush results for the past two formal rush periods was used in all cases where these data were available. In cases where this information was inadequate, the rush results from the most recent rush period were used. The writer attempted to use more than one rush period to prevent an unnatural ranking that might result when the chapter in question secured an abnormally large or small pledge class during the last rush period.

The scoring schedule used in this category was as follows:

TABLE 3

SCHEDULE FOR RATING RUSH RESULTS

<u>Number of men pledged</u>	<u>Points obtained</u>
Largest number of pledges	8
Nearly top size	7
Above average number.	6
Average number.	5
Below average number.	4
Very poor, near bottom.	3
Smallest number of pledges.	2

Rush results were considered by the writer to be a criterion of success in that they reflect the drawing power or sales ability of the organization studied. It was felt that rush results are as much a measurement of success for social fraternities as unit sales are for an industrial organization producing and marketing a good or service. The regular recruitment of new members is the lifeblood of a social fraternity just as sales volume is for the industrial firm.

Rate of initiation.--The rate of initiation referred to the ratio between the number of men pledged and the number of men initiated during a given time period. The ratio was computed on the basis of chapter records over the two years prior to the survey. The number used was the total number pledged rather than merely the number pledged during a formal rush period--the data used for rush results.

Before a pledge is eligible for initiation, he usually has to undergo a period of pledge training--a program of instruction in the ideals and operations of the fraternity, an internship to prepare the neophyte for induction into the organization--that may span from a few weeks to a full semester or quarter. Most colleges and universities also

require that the student who is pledging achieve a minimum scholastic average--either during the semester or quarter of pledgeship or accumulated since entrance in school--before he is eligible for initiation.

The ratio of initiation was, therefore, the percentage of pledges who had been initiated, given a lapse of time sufficient for all pledges considered to have met the requirements for initiation. The difference between the percentage of pledges initiated and 100% represents those who were not admitted to the fraternity because they did not meet the minimum scholastic requirements; because they "depledged" or broke off affiliation with the fraternity for reasons of dissatisfaction with the organization, financial difficulties, parental disapproval, or other reasons; or because they were dropped from the fraternity by a decision of the membership.

Since, in most cases, very little data were available as to the ratio of initiation by competing organizations, a ranking in this category appeared unfeasible. The writer, therefore, set up standards of performance against which the rate of initiation by the chapter studied was measured. The standards were arbitrarily formulated by the writer, based upon his past experience with social fraternities.

The basis for scoring according to the rate of initiation is presented on the next page as Table 4.

The rate of initiation was judged to be a criterion of success in that it is an indication of the "holding power" of the organization--the capacity to fulfill the expectations of those individuals who have indicated a desire to become members of the organization. It appears that

the ratio of initiation should be somewhat proportional to the effectiveness of the pledge training program and the membership selection process.

TABLE 4

SCHEDULE FOR RATING INITIATION PERCENTAGE

<u>Percentage of pledges initiated</u>	<u>Points obtained</u>
More than 75%	8
63 to 75%	7
50 to 62%	6
37 to 49%	5
25 to 36%	4
20 to 24%	3
Less than 20%	2

Campus leadership.--Campus leadership referred to the number and importance of the campus leadership positions held by members and pledges of the chapter studied at the time of the survey, as well as the chapter's success in campus activities involving group competition.

A campus leadership position was defined as any office in a campus extracurricular activity (except, of course, the offices in the social fraternity studied). The main factor in the determination of the importance of the post was whether it was an all-college elected position or merely an office in a special interest group. Positions such as president of the student body, editor of the campus newspaper, and captain of a major athletic team were always regarded as "most important" with minor offices in departmental societies or special interest groups being at the other end of the spectrum.

Chapter success in group competition included both intramural athletic results and activities such as homecoming displays and song-

posts in which the chapter competed with the other fraternities on campus.

Although a chapter's rating in this category was determined primarily by the number and importance of campus leadership positions held and group success in campus activities, it was modified by factors such as the size of the educational institution and the number of competing fraternities. In other words, the possession of just a few leadership posts on a major university campus with forty or more fraternities might be regarded as above average, whereas the holding of the same positions on a small college campus with five or fewer fraternities might be judged as below average.

A weakness of this criterion was that the writer was unable to secure comparative data for the other fraternities with which a chapter competed. The writer had, therefore, to give the chapter a rating based upon a subjective evaluation of the factors discussed above. The rating scale used was as follows:

TABLE 5

SCHEDULE FOR RATING CAMPUS LEADERSHIP

<u>Basis for ranking</u>	<u>Points obtained</u>
Top campus leadership	8
Excellent	7
Above average	6
Average	5
Below average	4
Poor.	3
No campus leadership.	2

Campus leadership was viewed as a criterion of success in that it represents the civic responsibility undertaken by a social fraternity and its involvement in the activities of the educational institution. It may also be viewed as an indication of the fraternity's ability to attract potential leaders or to train leaders or as an implication of the "political power" of the organization.¹

Campus opinion or prestige.—For the ranking of the chapters studied in this category, the writer utilized the Annual Comparison of National College Fraternities and Sororities, a published report by the College Survey Bureau, Inc. This report ranks the fraternities and sororities on each college campus and determines a ranking of the national organizations based upon an average rating of all their chapters.

The College Survey Bureau, Inc. was founded in 1912 at the University of Missouri by today's owner-manager, Wilson B. Heller.² The Bureau maintains that it has always been 100% unbiased and independent, but admits that some leaders of national fraternities do not agree.³

The Bureau's ratings are based upon a cross-section of student opinion, using a copyright query form adopted in 1916. The respondents are asked to rank the social fraternities and sororities on a campus according to their "IMPORTANCE, PROMINENCE, & POWER,"⁴ leaving out the

¹Williamson, loc. cit.

²40th Annual Comparison of National College Fraternities and Sororities (Los Angeles: College Survey Bureau, Inc., 1964).

³Ibid., p. 3.

⁴Ibid., p. 3.

respondent's own chapter (if any). The Bureau feels that from this method of surveying come conclusive (highly-agreeing) student replies. It is the understanding of the writer that the Bureau does not attempt to obtain a random sample of student opinion but merely endeavors to derive a cross-section of opinion.

The annual comparison report contains only the summary rating of each national fraternity. However, information can be obtained from the Bureau as to the rank of each individual chapter. These data are sold to subscribing national fraternities by the Bureau. The individual chapter ratings were the basis for ranking the chapters studied in this category.

The schedule of scoring according to campus opinion or prestige was the same as the one presented above for membership or size.

Campus opinion was felt to be a criterion of success in that it is an evaluation of the overall "image" of the organization in the eyes of the student body where it is located. Regardless of whether or not the "public" is well-informed about the fraternities in question or whether or not its view is based upon objective data, the expression of opinion on the part of the public--such opinions forming the "image" of the organization--seems to be important.

The prestige or opinion rating of the chapter is shaped to some degree by each of the other five criteria--the size of the organization, its campus leadership, etc. It may also be colored by the age of the chapter, housing facilities (if any), the reputation of the national organization with which it is affiliated, etc.

Weaknesses of the success factors.—The six criteria of success for a social fraternity that were chosen by the writer are not immune to criticism. One source of such criticism might be the contention that a possible interrelationship between some of the criteria exists which might affect the ranking of the chapters in a certain direction.

For example, the membership or size of the fraternity would certainly be influenced by the rush results and rate of initiation—a high rank in rush results plus a high ratio of initiation could be expected to result in a high ranking in size or membership. Such a relationship requires the combination of the two factors moving in a positive direction, however; a high rank in rush results and a low rate of initiation (or vice versa) might not bring about a high ranking in size.

Likewise, the rate of initiation might be affected by the scholastic ranking of the chapter—at least to the extent that it reflects academic achievement by the pledge class. The premise the campus opinion is apt to be affected to some degree by each of the other criteria was mentioned above. These and other interrelationships were investigated in the study and will be discussed in a later section.

While interrelation between the criteria may be present, the writer felt that each criterion still measures a separate aspect of success. Size represents the magnitude of the fraternity's main asset—manpower; scholarship gives one measurement of the "quality" of that asset; rush results imply the capacity to attract new members; rate of initiation indicates the ability to hold or keep those men who have been attracted and measures the effectiveness of the process of membership

selection; campus leadership reveals the chapter's success in extracurricular activities; and prestige or campus opinion implies the "goodness" of the "image" formed by the citizens of the community in which a chapter resides.

Another source of criticism might be that other criteria of success could have been used. Intramural athletic competition, the financial condition of the chapter, the fraternity's housing facilities, or other factors might also be viewed as criteria for success.

The results of intramural athletic competition might have been considered as a separate category, as might also the results of group competition in other campus activities. However, it was felt that these involve participation in campus extracurricular activities and, therefore, were more properly considered as a component of campus leadership.

Another alternative criterion of success was the financial condition of the chapter studied. The importance of having adequate financial resources for the operation of a chapter and the necessity of maintaining this condition cannot be denied. However, the writer found it very difficult to formulate objective standards of financial profitability or stability. This difficulty emanated from two basic conditions: 1) the inadequacy of proper financial records in many fraternity chapters for the accumulation of data sufficient for measurement and 2) the varying conditions under which many different chapters operate (some operate houses and a food service for their members; others operate a house but no food service) as well as other factors which made the formulation of

common standards on the basis of operating costs (or any other standard that used actual dollar amounts) dangerous.

The contention that housing facilities, compared with those of competing fraternities, affect the success of the group is accepted. However, the writer proposes that housing is not a measure or criterion of success per se. The elaborateness of housing facilities is apt to be the result of the age of the chapter or some special combination of circumstances rather than of success as here defined.

Although the writer could be accused of prejudice in defense of the criteria he has selected, he contends that the six chosen are those criteria that are best adapted to exact measurement and objective analysis.

Factors to be Investigated

The basic factors to be investigated in this study are the managerial practices used in the operation of social fraternities. Also investigated in such an approach are the principles or hypotheses of management that serve as the foundation for the managerial practices.

The practices were grouped into six areas representing the functions of management. The six functions of management as formulated by Hay--planning, acquiring, organizing, actuating, coordinating, and evaluating--were used with the exception of the function of acquiring.

The acquiring function was not eliminated because of a disbelief in its pertinence but rather because of an inability to determine standards by which the performance of the function could be measured. The

main factor for which the effectiveness of acquiring could have been measured was men, and the acquiring of manpower (rush results) was judged to be a criterion of success and was used for this purpose.

To the five remaining managerial functions was added an additional category--objectives. An attempt was made to determine how well objectives were formulated to serve as the framework within which the managerial functions were performed.

A discussion follows of each of the six areas and the managerial practices and principles investigated under each category.

Objectives

An objective is defined as "a goal or value that is to be attained."⁵ In other words, it is a target for which an organization is shooting. An objective might also be referred to as a purpose or mission.

The identification of objectives is sometimes considered the first step in planning.⁶ However, objectives are conceived by the writer as the product of a separate activity that precedes proper planning. Plans are best formulated on the basis of stated goals. One decides first where he is going (objective) and then determines how he will get there (planning).

The identification, definition, and communication of objectives influence the effectiveness with which these goals can be achieved. Hay states this in the form of three basic principles that serve as the basis for the investigation in this category:

⁵ Hay, op. cit., p. 10A.

⁶ Koontz and O'Donnell, op. cit., p. 94.

1. "The more clearly that objectives are defined and determined, the more economical and effective will be the performance of the functions necessary to achieve the objectives.
2. The more quantified and better written the statement of objectives is, the more economical and effective will be the achievement of the objective.
3. The better that objectives are known, understood, and accepted, the better the cooperation among members of the organization in achieving organizational and personal objectives."

To measure the extent to which these principles were followed, the writer investigated the following factors:

1. The degree to which specific, short-range goals or objectives were established by the chapter studied.
2. The degree to which objectives were codified in writing and communicated to all members of the organization.
3. The presence or absence of general, long-range goals.

Planning

Planning is basically the process of deciding in advance of an activity what is to be done, who is to do it, how it is to be done, and when it is to be done. Hay says that a plan is effective if it can answer the following: What?, Why?, Who?, When?, Where?, How Much?, and How?⁸

Good planning usually involves the performance of mental work well in advance of the time the activity about which plans are being drawn is scheduled. Plans may be looked upon as intermediate steps

⁷ Hay, op. cit., p. 10C.

⁸ Ibid., p. 12A.

toward the accomplishment of the stated objectives of the organization. The necessity for and the importance of planning are generally based upon the following hypothesis formulated by the writer:

The more definitely and completely an organization plans its activities, the more effective these activities will be and the more successful the organization will be in achieving its objectives.

To test the validity of this hypothesis, the writer investigated the following factors:

1. The nature and completeness of the financial budgeting operations engaged in by the chapter.
2. The nature of planning--including how far in advance plans were drawn--for social events and other activities of the chapter studied.

Organizing

Organizing is the arrangement of people and things necessary for the attainment of the objective.⁹ It is usually defined to include the assignment of duties and responsibilities and the delegation of authority to individuals in the organization who have the capabilities for performing these tasks. It may also include the structural arrangement of people and positions to enhance the probability of achieving an objective.

The principles supporting the investigation of the function of organizing are

⁹Ibid., p. 18A.

1. "If responsibility and authority for every activity is not assigned to someone in the organization, the organization will not be effective in reaching its mission."¹⁰
2. "The more that effective measures for providing organizational continuity and stability are planned for, the more effective the organization will be in reaching its objectives."¹¹

To test the applicability of these principles, the following factors were investigated:

1. The degree to which the responsibility for the completion of a task or the performance of an activity was fixed upon one individual.
2. The extent to which assistants were used in an apprenticeship, training capacity for leadership posts in the fraternity.
3. The extent to which continuity of leadership was preserved via a system of officer transition or assistance.

Actuating or Directing

Actuating is defined as the function of getting all members of the group to want to achieve the objectives in keeping with the managerial planning, acquiring, and organizing efforts.¹² It may also be thought of as the task of providing motivation for the members of the group to perform their assigned tasks in the best possible manner.

The writer divided this function of management into two subfunctions: supervising and motivating. Supervising is generally defined as the act of overseeing or observing activities for the purpose of critical

¹⁰ Ibid., p. 18A.

¹¹ Ibid., p. 22A.

¹² Ibid., p. 23A.

evaluation, while motivating is regarded as the act of providing incentives for the accomplishment of tasks and goals.

For the investigation of the supervising sub-function, the writer formulated the following hypothesis:

An organization will be more effective in accomplishing its goals when its activities are supervised by someone at a level higher than the level at which the activities are performed.

Serving as the focus of the investigation of the sub-function motivating were the following two principles:

1. "The more that information is shared with employees [members of an organization], the greater the feeling of belongingness and the resulting productivity.
2. The more that an individual is recognized for his efforts, the more productive he will become."¹³

To test the hypothesis and the principles, the following factors were subjected to investigation:

1. The experience, effectiveness, and activeness of the Chapter Advisor of the chapters studied.
2. The activeness and effectiveness of the Board of Control or other alumni supervisory body.
3. The amount of supervision or attention given to the chapter by officials of its province and national organization.
4. The nature and amount of the information shared with individuals associated with the undergraduate chapter through financial reports, committee reports, and pledge policies.

¹³Ibid., p. 23A.

5. The nature and amount of recognition given to members of the fraternity via awards and newsletters.

Coordinating

Coordination is defined as the orderly synchronizing of efforts to provide the proper amount at the right time and in proper sequence in the right place resulting in harmonious and unified actions.¹⁴ The function of coordinating involves keeping all persons informed about the progress made toward the achievement of goals that concern them. It may also include any action believed necessary to keep the organization moving within the boundaries of the path outlined for the achievement of the group's stated goals.

The principles of coordinating that served as the basis for the investigation were

1. "The more that there is a common meeting of minds concerning an objective, the more effective the coordination of action.
2. The greater the unity of direction of all concerned, the more effective the coordination will be."¹⁵

The validity of these principles was tested by an investigation of the following factors:

1. The regularity and nature of meetings between the officers of the fraternity.
2. The extent to which meetings between committee heads were held.
3. The amount of cooperation given the president of the chapter by the other officers.

¹⁴Ibid., p. 26A.

¹⁵Ibid., p. 26A.

Evaluating

Evaluation is the function of comparing actual results or performance with some standard of measurement. It is the activity of determining when and if organisational objectives have been accomplished. Evaluating may also be thought of as the last step in the management process—a measurement of how effectively all the other managerial functions have been performed.

The principles or hypotheses that serve as the basis for investigation of this function were

1. The more effectively that results or performances are evaluated, the more successful the organization will be in achieving its objectives.
2. "The more that proper standards are available for measurement, the more effective will be the evaluation function."¹⁶

To measure the degree to which these principles or hypotheses were valid, the following factors were investigated:

1. The degree to which budgetary control—comparison of actual expenditures with budgeted amounts—was used in the operation of the chapter.
2. The extent to which the chapter had formulated a system of evaluation for chapter activities.
3. The extent to which reports to the chapter's national fraternity were made for the purpose of evaluating progress.

Scoring System for Managerial Practices

In the functional analysis of managerial practices and principles as they were used by social fraternities, a scoring system was devised

¹⁶ Ibid., p. 262.

whereby the chapter studied received a certain numerical rating for each of the specified managerial practices that it used.

With the "success" of a chapter being quantified according to the method explained in the preceding section, it was felt that an attempt should be made to quantify "management" so that statistical analysis could be conducted as to the possible relationship between the two variables.

A total of 33 managerial practices that might appear in social fraternities were investigated. These were practices judged by the writer to be those most applicable to fraternity operations. The practices as they were divided by the six functional areas, along with the scoring schedule used, are presented in the Appendix as Exhibit 1.

For each chapter studied, the score for each managerial practice was recorded on a scoring sheet, and a total score for the 33 practices was obtained. The maximum score for a chapter in "management" was 198 points. On the basis of their "management scores," the chapters studied were ranked.

The maximum number of points that could be obtained in each functional category is depicted in Table 6 on the next page.

As can be seen, the weighting was not equal as it was for the criteria of success. In fact, the actuating function has a much larger possible score than the other functions. This did not arise because of a belief in the greater importance of this function, but merely because there appeared to be more practices that could be subjected to investigation in this category.

TABLE 6

POINTS SCORE FOR MANAGEMENT FUNCTIONS

<u>Functional category</u>	<u>Points obtained</u>
Objectives	24
Planning	28
Organizing	40
Actuating:	
Supervising	33
Motivating.	<u>43</u> . . . 76
Coordinating	15
Evaluating	15

CHAPTER III

COLLECTION OF DATA

To collect the information for analysis in this study, the writer was employed by Tau Kappa Epsilon Fraternity as a Field Supervisor from September, 1963 to June, 1964. Each chapter included in the study was visited personally by the writer and the data were collected by means of personal interview.

The Collection and Tabulation of the Information

The size of the sample and the way it was selected, the primary and secondary sources of information, and the methods used in collecting and tabulating the data are discussed.

Sampling size and selection.--The total size of the sample from which information was collected was 72 undergraduate chapters of 11 different national fraternities. Fifty-nine of the chapters studied were affiliated with Tau Kappa Epsilon Fraternity. The chapters studied were taken from 60 different colleges and universities and represented a total of 16 different states.

When compared to the total population--all chapters of social fraternities--the size of the sample is somewhat small, amounting to less than 2%. However, the chapters studied of one national fraternity--Tau

Kappa Epsilon--amounted to approximately 28% of its total number of chapters.

To collect the data, an itinerary was drawn up for the writer, as a Field Supervisor for Tau Kappa Epsilon, by the Executive Secretary of that fraternity. The schedule was formulated about four to five months in advance, and the campuses where chapters were located were visited in geographical sequence. Every chapter of Tau Kappa Epsilon visited was included in the sample. Chapters of other national fraternities were interviewed as time permitted, the writer using his judgment in selecting the chapter to interview. The objective was to include in the sample chapters representing various levels of success.

The method by which the sample was selected, therefore, would have to be described as non-random--i.e., not every item in the universe had an equal or known chance of being included in the sample. However, the writer applied a test of randomness to the sample chosen to determine if a significant degree of randomness was present in its selection.¹ This test used the theory of runs applied to the order in which each item in the sample was chosen. The median figure for the success score and the management score of each chapter studied served as the basis for determining the number of runs, with each chapter being noted as falling above or below the median.

The mean of the sampling distribution and its standard deviation were computed according to the formulas advocated, with the critical

¹ John E. Freund and Frank J. Williams, Modern Business Statistics (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1958), pp. 272-278.

value being derived according to the following formula:²

$$z = \frac{u - \mu}{\sigma_u}$$

where u = the number of runs in the sample, μ = the mean of the sampling distribution, and σ_u = the standard deviation.

Assuming a risk of .05, the following decision rule was adopted: if z lies between +1.96 and -1.96, accept the hypothesis that randomness exists; if z is greater than +1.96 or less than -1.96, reject the hypothesis of randomness.

In both cases--first applying the theory of runs to the success scores of each chapter, then using the management scores as the basis--the figure obtained for z was -.95. Since this value lies between +1.96 and -1.96, the hypothesis of randomness was accepted.

Sources of information.--The primary source of information used in this study consisted of data collected by personal interview from the fraternity chapters included in the survey. The information was recorded on printed questionnaires, one six-page questionnaire being used for each chapter. Other information concerning the chapters studied was obtained from memos (from college administrative officials), chapter publications (newsletters, pledge policies, by-laws, etc.), and from any other printed material possessed by the chapters studied.

Secondary sources of information included management literature, both current textbooks and articles in recent periodicals; articles in

²Ibid., p. 274.

fraternity publications; various publications of Tau Kappa Epsilon Fraternity concerning its method of operation--magazines, officers' manuals, brochures covering different areas of activity, and any other similar publication; the TKE International Headquarters file on each chapter studied; and a published report on the rankings of national fraternities and the chapters studied.

Data collection procedures.--As was revealed earlier, the major part of the data used in this study was collected by personal interviews, with the writer serving as the interviewer in each case. A six-page questionnaire served as a guide during the questioning process and as the form upon which the answers were recorded. The questionnaire form used in the survey is presented in the Appendix.

The interviewer attempted to obtain information adequate to answer all questions on the form. A fairly consistent questioning pattern was used, with most of the questions being asked in the form and order that they appear on the questionnaire. However, because the main purpose of the interview was to obtain accurate information rather than to measure the reaction of the respondent to the questions, some of the questions were modified slightly or reworded to facilitate the understanding of the interviewee as to the intent of the question. Additional questions were added in some cases to explore an area more fully.

For example, the first question on the questionnaire is worded: "What are the objectives or goals for your chapter this year?" An alternative question that was often used was "Were any goals or objectives established for your chapter this year? If so, what were they?"

In every case the interviewer attempted to obtain all the information from the president of the chapter being studied, reasoning that the president should be the most knowledgeable person in the organization about its operations. If the president was unavailable, the data were secured from another officer, usually the vice-president or the treasurer. In one case, most of the data were collected from the Chapter Advisor. Another alternative was for the data to be collected from several officers, either individually or collectively. Collectively, the information might be obtained in an officers' meeting or in a conference with two or more officers.

At the Tau Kappa Epsilon chapters included in the study, the interviewer was usually present for a period of approximately three days, staying in the chapter house if facilities were available. In accordance with the recommended procedures for a Field Supervisor conducting a chapter visitation, a similar schedule was followed for each chapter visited. Such a schedule typically included an individual conference with each undergraduate officer, a conference with the Chapter Advisor, a meeting with the chairman of the Board of Control, a visit with the college administrative official in charge of fraternities, and attendance at an officers' meeting, chapter meeting, and pledge meeting.

This schedule lent itself readily to the interviewing and data-collection process. No definite order was followed in conducting the interviews with officers, although the president was usually at one end of the array--either being the first or the last officer with whom a conference was scheduled. A letter was mailed to the chapter president prior

to the visitation, asking him to arrange the conferences with the officers, Chapter Advisor, Board of Control, and college administrative officer.

When the president of the chapter was interviewed first, the writer attempted to collect all of the information on the questionnaire from him. The only questions usually left unanswered were those concerning areas of which the president did not have complete knowledge--exact financial figures, for example. When the other officers were later interviewed, they were asked questions from the questionnaire concerning their specific areas to verify the answers given earlier by the president or to obtain further information.

For example, the treasurer was asked all the questions concerning financial costs, budgets, and financial reports. The financial records, if available, were always examined as a matter of inspection and to determine the validity of the answers given. If the answers to questions as to whether or not budgets or financial reports were made were "yes," the interviewer demanded to see a copy of the budget and/or financial report.

When the president was interviewed last, the other officers were asked the questions pertaining to them in the same manner as when the data had been previously collected from the president. In a later conference with the president, he was still asked all questions--to supply answers to questions not already answered and to verify the answers obtained from the other officers.

The interviewer had a regular chapter visitation report form to complete, in addition to the survey questionnaire, which provided many questions to be posed to each officer. The interviews varied in length from fifteen to thirty minutes with a minor officer to two hours or longer with a major officer. The interview or conference with the president was sometimes spread throughout the three-day visit, the interviewer and president spending time together whenever convenient.

On occasions when there was disagreement between two or more officers concerning the answer to a question, the interviewer used methods of personal investigation (checking chapter and/or school records, etc.) to determine which answer was correct. If this investigation proved futile, the interviewer informed the officers of their difference of opinion and let them decide which answer was most correct.

The statistical data used to measure the success of the chapters studied were verified during the visit with the college administrative official in charge of fraternities on the campus where the chapter being studied was located.

As should be apparent from the discussion, an extra effort was made to verify or validate the data collected from the chapters studied. This was done for two reasons: 1) there appeared to be a "natural" tendency for undergraduate members or officers of a fraternity to exaggerate or "puff" the data they divulged about their chapter either because of uncontrollable pride or because they did not recall the correct figures, and 2) because the interviewer might have been looked upon as an "inspector" from the national fraternity, the tendency might have been for the

chapter officers to attempt to cover up weak areas to make their chapter look as "good" as possible.

When chapters of national fraternities other than Tau Kappa Epsilon were included in the survey, a slightly modified data collection procedure was used. Because the interviewer was a representative of a rival national fraternity, some of the chapters of other fraternities were reluctant to divulge their fraternities' methods of operation. By and large, however, most of the chapters of the other nationals contacted were very cooperative when the purpose of the survey and the intent of the interviewer were explained fully.

Each chapter of other national fraternities was interviewed while the writer was conducting a chapter visitation with a chapter of Tau Kappa Epsilon on the same campus. A deliberate attempt was made to include several different national fraternity chapters in the study and, as a rule, the chapters selected tended to be those that were perceived to be successful.

The president of the chapter studied was contacted and an interview scheduled, usually at the president's fraternity house. The interviewer always explained the purpose of the survey and answered any questions the respondent had concerning the study before beginning. An effort was made to reach a high degree of rapport with the respondent to convince him that the interviewer was not a "spy" for a rival fraternity. All of the questions were asked the president at one sitting, the interview typically lasting from one to two hours. The interviewer had to assume that the answers given by the president were correct, as there was no

opportunity to verify the data either by talking to other officers or by investigating chapter records.

It is believed, however, that the chapters of other national fraternities had little incentive to divulge false information. They were not being "inspected" or obtaining a published rating from the survey, and the purpose of the study was fully explained. It is the judgment of the writer that the information supplied by the presidents of other national fraternities, although unverified, has a high degree of accuracy.

Tabulation of the data.—After all of the data had been collected and recorded on the questionnaire forms, the alternative answers to each question, as well as other data, were coded. This information was then punched into electronic data processing cards. The cards were sorted for each question, revealing the number and percentage of chapters that gave each alternative answer. These answers were also recorded and tabulated for the four groups or quartiles of success that are discussed in the next section. The computer facilities at the International Headquarters of Tau Kappa Epsilon in Indianapolis, Indiana, were used for this operation. The results were then arranged in tabular form.

For the regression and correlation analysis that is explained in the next section, the data had to be recorded on input sheets as prescribed by an existing computer program. For the analysis of the information, the facilities of the Rich Electronic Computer Center at Georgia Institute of Technology in Atlanta, Georgia, were used.

Methods of Analysis

Two methods of analysis were used on the data collected to determine if any relationship existed between the success of the social fraternities studied and their use of management practices.

The first method was somewhat unsophisticated. The chapters studied were separated into quartiles based upon their total numerical rating for success or their "success score." The division of the chapters into four groups was made on the following basis:

TABLE 7
BASIS FOR ASSIGNMENT OF CHAPTERS INTO FOUR GROUPS

<u>Success group</u>	<u>Total points</u>
1st quartile	48-40
2nd quartile	39-31
3rd quartile	30-22
4th quartile	21-12

Since a larger score indicates a greater degree of success, the four groups might also be described as: 1) most successful, 2) above average, 3) below average, and 4) least successful. Such titles for the four groups might be considered more descriptive than numbered quartiles.

The dispersion of the chapters among the four quartiles was as follows: top quartile--22 chapters; 2nd quartile--19 chapters; 3rd quartile--24 chapters; and 4th quartile--seven chapters. As can be seen, the dispersion among the four groups of success was fairly even, except for the last quartile. The small number of chapters in the 4th quartile or the least successful category is felt to have occurred because of the

limited number of chapters that rated near the bottom in all the criteria of success.

It should be noted that the numerical scores or ratings used as the basis for analysis for both success and management were not computed until all the interviews had been conducted and the data recorded on questionnaires. Therefore, the writer had little indication as to the dispersion along the scale of success by the chapters until after the study had been completed.

After the grouping of the chapters studied into quartiles of success, each question on the questionnaire, as well as some additional data that had been collected, was analyzed to determine the number and percentage of chapters in each success group that utilized a managerial practice or answered a question in a certain way.

If the usage of a particular managerial practice increased as one progressed up the success scale--i.e., if a greater percentage of chapters used the practice in quartile three than in quartile four, a greater percentage in the top quartile than in quartile two, the tentative conclusion was drawn that some positive relationship between the use of the practice and success existed.

To determine whether the differences in the answers given by each success group were significant--i.e., not due to chance--the chi-square distribution test was performed for the answers to each question. The chi-square test compares the observed frequency (actual number of answers in each category) for each set of data with its expected frequency (the

average number of answers that would be given if no difference between the categories existed).

For each analysis the null hypothesis that the answers given by each success group will be the same was posed. This hypothesis was either accepted or rejected by comparing the chi-square computation with a critical value in a statistical table.³ In each case an .05 level of significance was used—i.e., a risk that the decision may be wrong five times out of 100 was assumed.

The formula for the computation of chi square is

$$\chi^2 = \frac{(n_{ij} - e_{ij})^2}{e_{ij}}$$

where n_{ij} denoted the observed frequency and e_{ij} represents the expected frequency.

To facilitate the analysis in most cases, the chapters were grouped into two categories of success instead of four, quartiles one and two combining to form an "above average" category and quartiles three and four combining to form a "below average" segment. In addition, some alternative answers were combined in the analysis. Such combinations were necessary in that a safe rule to follow in using the chi-square criterion is to use it only when none of the expected frequencies is less than five.⁴

³Ibid., p. 503.

⁴Ibid., p. 252.

The chi-square analysis did not prove causation nor demonstrate the nature of the relationship between the factors studied. Its main purpose was to determine if the utilization of management practices and principles by social fraternities with varying levels of success was significantly different.

The second method by which the data were analyzed consisted of regression and correlation analysis. Simple regression analysis was made of the success score and management score of the chapters studied. A scatter diagram of the two variables was first plotted; from this graph it appeared that a linear relationship existed. The linear regression equation

$$Y = a + bX$$

was then solved and a trend line plotted. The regression coefficients derived from this computation showed how the dependent variable Y (success) changed for each unit change in the independent variable X (management). It provided a basis by means of which success (Y) could be predicted or approximated for given values of management (X). Estimates of the standard error and sampling errors were computed to determine the accuracy with which these approximations could be made.

Multiple regression and correlation analysis was made of the relationship between each of the thirty-three managerial practices investigated and the success score of each chapter. Such an analysis revealed a coefficient of partial regression that described the change in success

for each change in a managerial practice, holding each of the other independent variables constant.

Additional investigation was made of the relationship between the success score of each chapter and the criteria of success that make up the success score. The regression coefficients derived provided data by which the relative importance of each criterion--as contributing to a change in success--could be measured. The same method of analysis was used to determine the nature of the relationship between the success score and each of the functional areas of management.

An analysis of the nature of the inter-relationship between the factors used as criteria of success was also conducted. Such an investigation was designed to reveal whether the changes in one factor were influenced by changes in the other factors.

Throughout the analysis both coefficients of regression and coefficients of correlation were computed. However, the major emphasis has been placed on the regression analysis. This was done because the correlation model requires strictly random samples from normal bivariate or multivariate universes.⁵ The regression model, however, may be used where the values of the independent variable or variables are selected in advance by the investigator with no requirement that the distributions of the independent variables in the sample will be representative of those in the universe.⁶

⁵Mordecai Ezekiel and Karl A. Fox, Methods of Correlation and Regression Analysis (3rd. ed.; New York: John Wiley & Sons, Inc., 1959), p. 280.

⁶Ibid., p. 281.

Many statisticians now place primary emphasis upon regression for the reason that the interpretation of the regression coefficient is the same regardless of whether the X values are drawn at random or are subjected to purposeful selection.⁷ It is said that regression analysis is concerned with the nature of the relationship between variables, whereas correlation analysis is concerned with the degree of the relationship.⁸

Even though the test applied indicated a significant degree of randomness in the sample selection, the writer felt that, to avoid the possibilities of erroneous conclusions, caution should be used in the application of results. Therefore, the regression coefficient appeared to be a more reliable and conservative figure to use.

One method of correlation analysis was relied upon. All of the chapters studied were ranked according to both their success score and their management score; rank correlation analysis was then conducted. The coefficient of rank correlation thus derived described the degree of the association between the rankings. Rank correlation was considered to be of value as it requires no assumption as to the normality of the population.⁹

For the regression analysis, the standard error of the estimate was determined and confidence intervals computed. However, it should be noted that estimates of the reliability of regression coefficients apply

⁷ Ibid., p. 130.

⁸ Ernest Kurnow, Gerald J. Glasser, and Frederick R. Ottman, Statistics for Business Decisions (Homewood, Illinois: Richard D. Irwin, Inc., 1959), pp. 403-404.

⁹ Ibid., p. 440.

only to a distribution of samples drawn or constructed under the same conditions as the sample here studied.¹⁰

Limitations of the Study

The significance of the results of any study should be evaluated in the light of limitations under which the study was conducted.

A limitation of some consequence is that the sample was not selected by a pre-determined random method. However, because the test of randomness demonstrated that a significant degree of random variation existed in the method by which the sample was chosen, the writer does not consider this limitation to be of major importance.

Some question might be raised as to the variables that were included in the analysis and how these variables were determined. All variables used for the determination of both "management" and "success" were not observed variables as such but were computed by the writer on the basis of data collected. The criteria that were used to determine the success of a social fraternity and the method by which a numerical success score was developed are products of the writer and are, therefore, subject to examination. The writer attempted to justify his criteria and the method of computation in a previous section.

Another weakness of the study was the relatively small size of the sample when compared to the total population and the fact that a majority of the chapters studied came from one national fraternity. This weakness, plus the lack of complete randomness in the sample, limits the

¹⁰ Ezekiel and Fox, op. cit., p. 281.

confidence with which the results can be applied to the operations of all social fraternities.

The inadequacy of data for study was also a limiting factor. Very few data are collected and published about the operations of social fraternities, and the figures that are published are sometimes conflicting. Even some of the data from which the dependent variable (success) was computed had to be uncovered by interview and investigation, rather than being in a published form.

The inability to verify all of the information that served as the basis for the computation of the independent variables was an additional weakness. As was described earlier, the writer attempted to verify all of the answers given; however, in some cases, concrete verification was impossible. The writer then had merely to rely on the answer given. In cases such as this, the possibility of a slight uncontrollable bias on the part of the interviewee might affect the accuracy of the answers given.

An additional limitation emerges from the short time period of the study. The survey attempted to measure the degree of success attained by a social fraternity and the manner of management practiced as of a particular time--the time at which the interview was conducted. In other words, the implied assumption is that the utilization of management practices in existence at the time of the survey had some effect on the level of success reached by the organization.

The success level occupied by the group is likely to have been attained by efforts exerted over a period of years. In fact, the level

of success might be influenced indirectly by the mere age of the chapter. The view that success is reached over a period longer than one year was considered by the writer in the determination of criteria for success.

In order to test the possibility that the utilization of management practices affect the attainment of success, an additional assumption had to be drawn, an assumption that the management practices used at the time of the interview were typical of the practices in effect in previous periods.

Chapters of social fraternities may be described as having "good leadership" one year and "weak leadership" the next. Many practices and activities, however, including the manner in which tasks are performed, tend to be traditional in social fraternities and are passed from one slate of officers to the next. Once a practice has been installed it appears to have fairly high continuity, a new officer sometimes performing the duty for no reason other than "it was done this way in the past."

Nevertheless, it is recognized that this condition of continuity might not be universal--that some measures of management adopted by one slate of officers may not be utilized by the next year's leaders. To the extent that this is true, the writer's assumption is weakened.

Preview of the Results

In the next division of this paper the results of the study are presented and discussed. The results will be discussed on a functional basis, an analysis being made of the relationship between "success" and each of the managerial functions--determining objectives, planning,

organizing, actuating, coordinating, and evaluating. Within each functional area the answers to the questions on the questionnaire pertaining to this area will be discussed and the relationship between "success" and each managerial practice making up the functional area will be analyzed.

The presentation and discussion of results by functions of management seems to be the most logical approach to take. To describe the relationship between "success" and "management" by dividing management into its essential functions, analysing each function separately, should clarify the material for the reader as well as provide a convenient structure within which the writer can discuss his findings.

Preceding the discussion by functional areas will be an evaluation of the results of the study from an aggregate view--an analysis of the relationship between the success score and the management score.

The functional discussion will be followed by the presentation of the results of some subsidiary analysis. This analysis includes: 1) an investigation of the relationship between success and its components or criteria, 2) an analysis of the inter-relationships among the factors used as criteria for success, and 3) an evaluation of financial aspects and housing facilities in social fraternities and any possible effect that they have on success.

The writer will then attempt to draw some conclusions and recommendations from the results obtained and his analysis of these results.

PART II

AN ANALYSIS OF THE RESULTS

CHAPTER IV

AN AGGREGATE VIEW OF THE SURVEY RESULTS

After the fraternity chapters in the study had received a numerical rating or value for both their level of success and the degree to which they used managerial practices, simple regression analysis was made to determine the nature of the relationship between the success score and the management score for the chapters studied.

To solve the regression equation, $Y = a + bX$, the values of the constants a & b had to be computed. Using data accumulated on work sheets, the following equations were solved to find the value of a & b .¹

$$b = \frac{N \sum XY - \sum X \sum Y}{N \sum X^2 - (\sum X)^2}$$

$$a = \bar{y} - b\bar{x}$$

a , often referred to as the Y-intercept, gives the value of Y when X is zero. It measures the height of the regression line at this point. The statistic a has no particular meaning in itself beyond the proper placement of the regression line. The statistic b , called the slope of the regression line, is the most meaningful coefficient. It indicates the extent of the change in Y for each change of one unit in X.

¹Kurnow, Glasser, and Ottman, *op. cit.*, p. 414.

By fitting the values derived into the regression equation, the relationship was depicted as follows:

$$Y = 12.20 + .18289X$$

The value of the regression coefficient b , therefore, reveals that for each whole unit change in X (management), Y (success) changes by .18289 units--i.e., that a .18 change in Y can be brought about by a 1.00 change in X .

With the addition of a minor managerial practice as a positive change of 5.0 units in the management score of a chapter and the utilization of a major management technique as a positive change of 10.0 units, the success score of a chapter would be increased slightly less than one whole unit or point (.91445) in the first case and almost two whole points (1.8289) in the latter instance.

By fitting the fixed values of X into the regression equation, the predicted or expected value of Y can be approximated for each X -value. A scatter diagram of the two variables and the computed trend line are presented on the next page.

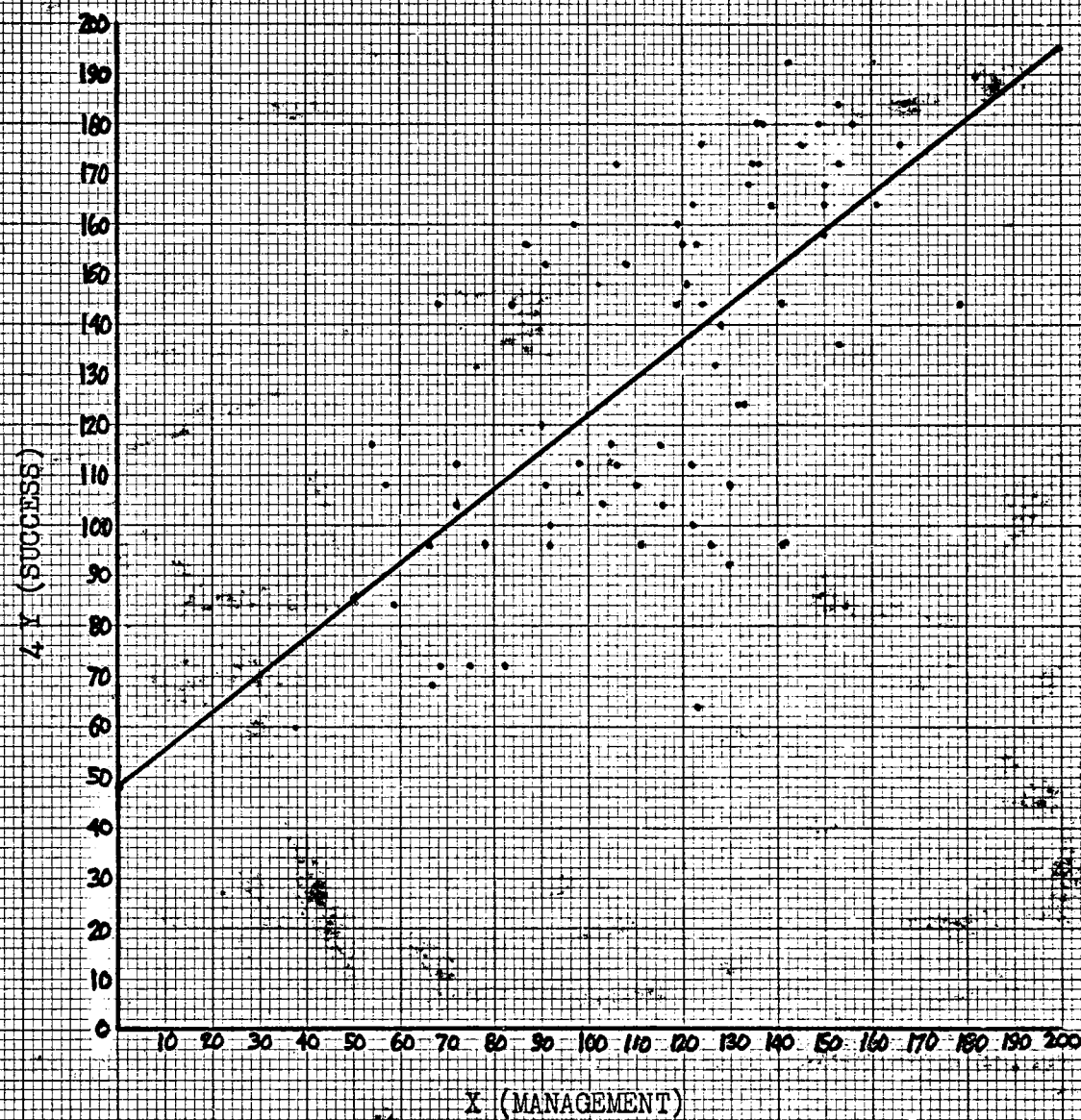
To measure the variability of the Y -values about the regression line, the standard deviation of regression was estimated. An estimator of this statistic is²

$$\hat{\sigma}_{Y.X} = \sqrt{\frac{\sum (Y - \hat{u}_{Y.X})^2}{N-2}}$$

²Ibid., p. 418.

TABLE 8

SCATTER DIAGRAM ILLUSTRATING
THE RELATIONSHIP BETWEEN MANAGEMENT SCORE AND SUCCESS SCORE



where \bar{Y}_X is the mean of the estimated Y-values for each X-value. To save time in the computation, however, the standard deviation was estimated directly by means of the following short-cut formula:³

$$\hat{\sigma}_{Y.X} = \sqrt{\frac{\sum Y^2 - a \cdot \sum Y - b \cdot \sum XY}{N-2}}$$

The value of the standard deviation thus determined was 6.8235. The largeness of the standard deviation indicates considerable variation in the values of Y for fixed values of X—i.e., substantial deviation of the Y-values from their respective means. A large standard deviation might be expected to reduce the closeness with which Y can be estimated for a given value of X.

Two types of sampling errors were measured, the standard error of the slope and the standard error of the estimated means.

The standard error of the slope, or the sampling error of b , measures the pattern of variability of b . It provides data from which a decision concerning the significance of the relationship between the independent and dependent variables can be measured.

The error one wishes to avoid is the decision to use the regression line as a predictive device if no relationship exists. This error can be avoided by figuring the standard error and specifying a risk one is willing to assume that his decision will be wrong.

³Freund and Williams, op. cit., p. 301.

The sampling error of \hat{b} was determined by the formula⁴

$$\hat{G}_b = \frac{6Y.X}{\sqrt{\sum (X-\bar{X})^2}}$$

and was found to be .026196. Specifying an allowable risk of 5%, the value of the standard error is multiplied by 1.64 (the normal deviate for an area of .05 in one tail of a normal curve). This reveals a critical value of .04296. The decision rule is therefore: if \hat{b} is equal to or less than $\pm .04296$, not to use the regression line; if \hat{b} is greater than $\pm .04296$, to use the regression line.

Since the value of \hat{b} in the sample was .18289, the decision to use the regression line was made. One can, therefore, have a .95 level of confidence that a relationship exists between the independent and dependent variable.

The standard error of the estimated mean gives some indication of the precision with which Y can be estimated or predicted for each X -value. The standard error of the estimate of the average Y -value for each given X -value can be computed by the following formula:⁵

$$\hat{G}_Y = 6Y.X \sqrt{\frac{1}{N} + \frac{(X-\bar{X})^2}{\sum (X-\bar{X})^2}}$$

Assuming a risk of .05, one can then multiply the standard error of the estimate for each X -value by 1.96 to obtain a range of values into

⁴Kurnow, Glasser, and Ottman, op. cit., p. 420

⁵Ibid., p. 422.

which the mean of the estimated Y-values could be expected to fall ninety-five times out of 100.

For example, one might take the X-value of 100. Using the regression equation, it can be seen that the expected value of Y when X is 100 is approximately 30.5. The standard error of the estimated mean, computed according to the above formula, of the Y-values when X is 100 equals .797679. When multiplied by 1.96, this reveals an interval of ± 1.56 . Therefore, it can be stated that the mean of the estimated values of Y when X is 100 will fall between 28.9 and 32.1 ninety-five times out of 100. Similar computations could be made for each X-value.

In addition to the regression computations, rank correlation analysis was made of the data. The chapters studied were ranked from 1 to 72 according to their success scores and then according to their management scores. The deviations between the ranks of the two variables for each chapter were then measured and squared. The coefficient of rank correlation was computed by the following formula.⁶

$$r' = 1 - \frac{6 \sum d^2}{N(N^2 - 1)}$$

Solving the equation resulted in a value of .6339 for the correlation coefficient.

To determine the significance of this figure at a .05 level of risk, the equation $\pm 1.96 \sqrt{n-1}$ was solved. The null hypothesis was then formulated that no correlation exists between the two variables. The

⁶ Ibid., p. 439.

solution to the above equation revealed a critical value of $\pm .23$. The decision rule was, therefore: if the coefficient lies between $-.23$ and $+.23$, the null hypothesis will be accepted; if the coefficient lies above or below the critical values, the null hypothesis will be rejected.

Since the value of the rank correlation coefficient derived from the sample lies above the critical value, the null hypothesis was rejected. It appears, therefore, that we can say with 95% confidence that the degree of correlation between the rankings of chapters of social fraternities according to success and management was significant.

In summarizing the results from an aggregate view, a significant relationship is indicated between the success of social fraternities, as defined by the writer, and the manner in which these fraternities were managed.

However, computation of expected values of Y for given values of X revealed that a chapter with a merely average score in management of 114.71 (the mean of the X-values) could be expected to be in the "above average" success group 95% of the time, possessing a success score ranging from 31.6 to 34.8. From this one would be prone to speculate that other factors, in addition to the utilization of managerial practices, influenced the achievement of success by the social fraternities studied.

CHAPTER V

A FUNCTIONAL ANALYSIS OF THE SURVEY RESULTS

The results of the investigation of the relationship between success and each of the functions of management are analyzed on the following pages. The two methods of analysis described earlier will be used.

Objectives

In the opinion of the writer, an ideal performance of the function of formulating and communicating objectives would include the following provisions or steps:

- 1) That definite, specific short-range goals be established for the chapter--i.e., objectives that can be reasonably accomplished during the current school year and are clearly defined to the extent that measurement of their attainment can be made. Such goals should logically be formulated at the beginning of the school year to which they apply or at some time previous to that date.

- 2) That the objectives be determined by as large a group in the chapter as will voluntarily participate in their formulation and can reasonably discuss the matter. Ideally, the whole chapter should participate in the establishment of goals for the chapter; such a large degree of participation should result in the maximum amount of involvement in

the operation of the chapter and a high identification with the goals of the organization by each individual member.

3) That the goals established be specifically announced to all members of the organization and labeled as targets for which the group is shooting. Such announcement might be made orally at a meeting of the members of the fraternity.

4) That the objectives be expressed in written form so as to insure their permanence and understandability.

5) That the objectives in written form be posted in a prominent place--such as the fraternity bulletin board--or reproduced and a copy given to each member. This provision and the preceding two should effect adequate communication of the objectives to all individuals concerned.

6) That general long-range goals be established and that the short-range objectives be consistent with the long-range.

7) That a feeling of "groupness" or "unity" be a dominant force in the organization and that individual members when faced with a conflict between their personal goals and those of the organization be willing to subordinate these personal goals to the objectives of the fraternity. Such an attitude should result in the maximum degree of compliance with and effort exerted toward achieving the group's goals.

The research into this function of management was chiefly designed to determine how closely social fraternities adhere to this ideal performance.

Quartile analysis

Nine questions were asked each social fraternity studied about the formulation and communication of objectives. For each question alternative answers were developed. The number and percentage of chapters in each quartile or success group giving a particular answer were noted.

To determine whether or not the difference between the answers for each question given by chapters on different levels of success was significant at the .05 level, chi-square was computed according to the formula presented earlier. This computed value was then compared with the ratio in a chi-square table for the .05 level of significance and the appropriate degrees of freedom.

For a question that involved only two alternative answers, the number of degrees of freedom equaled $(k-1)$, "k" referring to the number of columns in the computation. However, in practically all of the cases the top two quartiles were combined into an "above average" category and the bottom two quartiles were merged into a "below average" group to eliminate categories with less than five answers. Therefore, in these cases "k" always equaled two.

When a question had more than two alternative answers, the number of degrees of freedom was found by the $(r-1)(k-1)$ computation where "r" was equal to the number of rows or alternative answers.

A detailed presentation of the results to questions concerning objectives in tabular form is depicted on pages 94-95. A discussion of the answers to each question is presented here.

What goals or objectives were established for your chapter this year?—The answers to this question were divided into three alternatives: 1) specific goals, 2) general goals, and 3) no goals. The answer given by each chapter was assigned to one of the alternative categories by the writer. The assignment had to be somewhat arbitrary, with only general guidelines.

A goal was judged to be specific if the progress toward it could be objectively and accurately measured. Some examples of specific goals in a social fraternity include 1) to increase total membership to 100 men, 2) to raise scholastic average of pledge class, 3) to increase percentage of pledges initiated, 4) to win first place in intramural football competition.

A general goal was regarded as one for which the meaning was vague and the measurement difficult. Examples of a general goal include 1) to increase morale of chapter, 2) to improve relations with alumni, 3) to increase participation in campus activities.

Since a chapter frequently enumerated more than one goal, some of the objectives tended to be specific and some general. It was the writer's observation, however, that the majority of the objectives described by the social fraternities investigated tended to be somewhat vague and general. Therefore, in order to achieve some differentiation, if a chapter listed one or more specific goals, its answers were placed in the specific category.

Forty-six chapters, or 63.9% of the chapters studied, were judged to have a specific goal, with 26.4% having only general goals and 9.7%

listing no goals at all. The percentage of chapters having one or more definite goals tended to increase as one moved upward on the success scale--i.e., 28.6% of the fourth quartile chapters had definite objectives; this ratio increased to 54.2% for the third quartile chapters, rose to 78.9% for the second quartile group, and declined only slightly to 72.7% for the top quartile.

To test whether the differences were significant, the chi-square criterion was used. Grouping the chapters into two categories--"above average" and "below average"--the chi-square ratio was found to be 7.61. Since the critical value for chi-square for $(r-1)$ $(k-1)$ or two degrees of freedom equaled 5.991, the null hypothesis of no significance was rejected. A difference between two levels of success as to the definiteness of their goals or objectives, therefore, appeared to exist.

An interesting result was that a greater proportion of the chapters in the second quartile (above average) had specific goals than did the chapters in the top quartile (most successful). The rationale for this result might be that the most successful chapters, who are already at or near the top of the competitive heap, see less need for improvement and, hence, targets for which to shoot. On the other hand, the second quartile chapters, who are just below the top level, see the need for improvement more readily and "have something to work toward." This line of reasoning was substantiated by remarks made by the presidents of some of the top quartile chapters.

Presidents of two long-time successful groups reported that the goals for their organization were traditional--i.e., that the fraternity

always had an implied objective of being first in everything, be it intramurals, scholarship, pledging the best men, or winning the homecoming display award--and that the goals, therefore, did not have to be identified or announced as objectives toward which to work.

The president of the chapter rated at the top in success replied to this question, "There are so many things going on in this chapter that it is difficult to establish goals." Another president remarked that his chapter had no concrete goals but that they merely tried to plan ahead for every event, tried to stay on top in everything in which they competed, and attempted to train members for future leadership.

Are the objectives being achieved?--A large majority (75%) of the chapters interviewed reported that the objectives formulated had been or were being achieved. As the writer had inadequate evidence in many cases to verify the degree of accuracy in their claims, the answers given were accepted as an evaluation by the president of the chapter interviewed. One-fourth of the chapters answered that they either had no goals or had made no progress on the objectives established.

There appeared to be little difference among levels of success as to how this question was answered. A test of significance by the chi-square criterion tended to substantiate this view. Dividing the chapters into two groups of success (combining the first with the second quartile and joining the third and fourth quartiles), the chi-square ratio was equal to 2.706. As the critical value at the .05 level of significance for $k-1$ or one degree of freedom was 3.841, the null hypothesis that no significant difference existed was accepted.

Who determined the objectives?---The answers to this question were perceived to involve four basic alternatives: 1) the whole chapter, 2) the officers of the chapter, 3) the president, and 4) no one. The answers in each quartile were pretty widely dispersed.

In the top quartile or most successful group, the most prevalent answer was that the entire group or whole chapter determined the objectives. However, for the other three quartiles it was noted that the president of the chapter---either by himself or with the aid of a few others---formulated the goals of the chapter in the greatest number of cases.

In cases where the officers or president of the chapter were pinpointed as responsible for the formulation of the goals and objectives, it was added that the officers or president attempted to reflect the views or desires of all the members of the organization as they perceived them. In some cases when the president established the goals, the objectives were a part of the "platform" on which he campaigned for the office.

With the wide dispersion of answers among the four alternatives, it was suspected that the null hypothesis of no significant difference would be correct. The chi-square test revealed a ratio of 3.880, well below the critical value for three degrees of freedom of 7.815; therefore, the null hypothesis was accepted.

Were the goals announced to all members of the organization?---Three alternative answers were offered: 1) specifically announced, 2) generally announced, and 3) not announced. Goals were judged to be specifically announced if they were communicated to all members of the

organization and clearly labeled as targets for which the fraternity was shooting. On the other hand, a general announcement of the goals was perceived as a mere discussion of what should be done with no pin-pointing of particular measures toward which to work or any label such as goals or objectives being used.

Only 48.6% of the chapters interviewed reported that goals were specifically announced; however, this answer was dominant in all quartiles except the second or above average group. Nevertheless, there seemed to be little difference among the array of answers in each group.

The chi-square test favored the null hypothesis. The ratio derived equaled .448, a value substantially less than the critical value from the chi-square table of 5.991.

Were the objectives written?—Only 18, or 25%, of the 72 chapters studied had reduced their objectives to written form. In many cases, the written form consisted only of the inclusion of the goals in the minutes of the chapter meeting at which the objectives were announced. In one or two chapters, however, the goals were typed or written on a separate sheet or drawn on a poster.

Of the chapters that had written goals, there appeared to be little difference between the answers given by the success groups. The chi-square ratio turned out to be zero. Therefore, the null hypothesis of no significant difference was accepted.

Were the objectives posted for all to see?—Only five chapters, or 6.9%, reported that their goals were posted in a prominent place or mimeographed and distributed to all members of the organization. The five

chapters were dispersed throughout three quartiles. It appeared that this was an activity for which the leaders of the fraternities studied did not perceive the need.

Because of the small number of positive respondents to this question, the chi-square test could not be performed.

What is your long-range goal or objective for this chapter?—The large majority (88.9%) of the chapters studied had some form of long-range goal(s). As might be expected the long-range objectives were typically very general—"to be the top fraternity on campus," for example. However, in some cases, a more specific goal, such as "to obtain a new fraternity house," was reported. No notable cases of inconsistency between the long-range goals and the short term objectives were found; this might be due to the general nature of the distant targets.

The chi-square test revealed a ratio of zero. The null hypothesis was thereby accepted. Such a result might have been expected with the large number of positive answers being given.

Do the members of this chapter think of themselves more as a unified group or as individuals?—The answers to this question represented the expressed opinion of the president of the chapter interviewed. The feeling of "groupness" might be expected to fluctuate with time, the importance of the activities in which the chapter was engaged, and other factors. Therefore, the writer merely asked for an observation by the interviewee as to which feeling he perceived to be dominant in the chapter on the average. A fairly large number of respondents—30.6%—reported that they could not determine which feeling was most prevalent.

The group feeling was perceived as being dominant in nearly half of the chapters interviewed; however, there appeared to be a tendency for the "group" feeling to be most prevalent in the above average groups with the "individualist" attitude dominating in the below average success categories.

The chi-square test seemed to verify this observation. The ratio of 6.570 was in excess of the critical value of 5.991; the null hypothesis was, therefore, rejected. The conclusion was reached that a significant difference existed between the answers given by the two groups.

Are members willing to subordinate their personal goals to the objectives of the fraternity?—The answers to this question were also evaluations by the president of the chapter interviewed. It was recognized that the willingness to subordinate personal goals to the welfare of the fraternity might vary from one individual to another and from one time to another—depending upon the relative importance attached to both the personal goal and the group goal. It was thought unlikely that all members of a group would be willing to subordinate their personal goals. Therefore, the respondent was merely asked to observe whether or not he considered a majority of the members of the fraternity, on the average, to be willing to subordinate their personal goals to the objectives of the fraternity.

A majority (55.6%) of the chapters reported that most members would be willing to subordinate their personal goals to the objectives of the fraternity; however, a much larger proportion of the chapters in the

top two quartiles answered this question positively--72.7% in the top quartile and 73.7% in the second quartile.

The chi-square analysis revealed that this difference was significant. Chi-square equaled 11.234, a ratio greatly in excess of the critical value of 3.841. The null hypothesis was rejected with some confidence.

Questions eight and nine should not be interpreted as an investigation into any sociological question of forced conformity to group decision, loss of individuality, etc. The questions were merely designed to reveal the degree of cooperation in a group endeavor--involvement in the achievement of objectives that should have been decided or influenced by all members of the organization.

Many of the chapters reported that although group unity predominated and that individuals were willing to subordinate their personal goals, forced compliance was not advocated nor was individuality materially lessened.

Regression analysis

To determine the relative importance of each of the managerial practices studied in the function of formulating and communicating objectives, multiple regression and correlation analysis was conducted.

For each practice, a net or partial regression coefficient was determined. The value of b indicated the change in Y for a change in one unit of the X -value being considered, while holding the influence of all the other independent variables constant. From this coefficient one can determine whether the nature of the relationship is positive or negative.

TABLE 9

RESULTS OF SURVEY QUESTIONS CONCERNING OBJECTIVES

Questions	Top Quartile		Second Quartile		Third Quartile		Fourth Quartile		Total	
	#	%	#	%	#	%	#	%	#	%
1. What goals were established?*										
A. Definite, specific goals.....	16	72.7	15	78.9	13	54.2	2	28.6	46	63.9
B. General goals.....	4	18.2	2	10.5	9	37.5	4	57.1	19	26.4
C. No goals.....	2	9.1	2	10.5	2	8.3	1	14.3	7	9.7
2. Are goals being achieved?										
A. Are or have been achieved.....	19	86.4	15	78.9	17	70.8	3	42.9	54	75.0
B. No progress.....	3	13.6	4	21.1	7	29.2	4	57.1	18	25.0
3. Who determined the objectives?										
A. Whole chapter.....	8	36.4	4	21.1	5	20.8	1	14.3	18	25.0
B. Chapter officers.....	5	22.7	4	21.1	3	12.5	1	14.3	13	18.1
C. President.....	7	31.8	6	31.6	10	41.7	3	42.9	26	36.1
D. No one.....	2	9.1	5	26.3	6	25.0	2	28.6	15	20.8
4. Were goals announced to chapter?										
A. Specifically announced.....	13	59.1	7	36.8	11	45.8	4	57.1	35	48.6
B. Generally announced.....	6	27.3	7	36.8	6	25.0	2	28.6	21	29.2
C. Not announced.....	3	13.6	5	26.3	7	29.2	1	14.3	16	22.2
5. Were objectives written?										
A. Yes.....	7	31.8	3	15.8	6	25.0	2	28.6	18	25.0
B. No.....	15	68.2	16	84.2	18	75.0	5	71.4	54	75.0
6. Were goals posted or distributed?										
A. Yes.....	1	4.5	0	0.0	3	12.5	1	14.3	5	6.9
B. No.....	21	95.5	19	100.0	21	87.5	6	85.7	67	93.1

TABLE 9 - Continued

Questions	Top Quartile		Second Quartile		Third Quartile		Fourth Quartile		Total	
	#	%	#	%	#	%	#	%	#	%
7. Do you have long-range goals?										
A. Yes.....	18	81.8	18	94.7	22	91.7	6	85.7	64	88.9
B. No.....	4	18.2	1	5.3	2	8.3	1	14.3	8	11.1
8. Do members of the chapter think more as a group or as individuals?*										
A. Group feeling dominant.....	10	45.5	12	63.1	9	37.5	2	28.6	33	45.8
B. Individual attitude dominant.	3	13.6	1	5.3	9	37.5	4	57.1	17	23.6
C. Can't decide.....	9	40.9	6	31.6	6	25.0	1	14.3	22	30.6
9. Are members willing to subordinate their personal goals to the objec- tives of the fraternity?*										
A. Majority willing to subor- dinate.....	16	72.7	14	73.7	8	33.3	2	28.6	40	55.6
B. Majority not willing to subordinate.....	3	13.7	0	0.0	10	41.7	3	42.8	16	22.2
C. Can't decide.....	3	13.6	5	26.3	6	25.0	2	28.6	16	22.2
*Significant difference exists for answers to this question.										

The relative importance of one independent variable can be measured by the magnitude of its b -value as compared to the regression coefficients of the other variables.

The net regression coefficients were not converted to beta coefficients (β), as is sometimes advocated, in that the b -values were already expressed in homogeneous units—assigned numerical values. However, the t -value of each regression coefficient was computed by dividing each b -value by its standard deviation. This t -value can then be compared to a value in a t -table for the appropriate degrees of freedom and level of significance to determine the confidence with which the regression coefficient b can be used.

In all cases the number of degrees of freedom were greater than thirty or infinite in the t -table. Therefore, the significance value of t at the .05 level is 1.960; at the .10 level is 1.645, and at the .20 level is 1.282.

The partial correlation coefficient was also determined for each managerial practice. The correlation coefficient (r) measures the importance of each of the several variables by determining how much it reduces the variation in the Y -value after all the other independent variables except it are taken into account.¹

The net regression coefficients (b), their respective t -values (t), and the partial correlation coefficients (r) for each of the five managerial practices chosen to represent the performance of the function of formulating and communicating objectives are as follows:

¹ Ezekiel and Fox, op. cit., p. 194.

TABLE 10

REGRESSION AND CORRELATION COEFFICIENTS FOR MANAGERIAL
PRACTICES CONCERNING OBJECTIVES

<u>Practice</u>	<u>b</u>	<u>t</u>	<u>r</u>
Goals specifically announced	.55386	.88392	.14194
Specific, short-range goals	.24519	.70375	.12613
Goals posted or distribution	.20541	.15780	.02559
Goals placed in written form	-.66057	-.74112	-.11937
Presence of long-range goals	-1.10705	-.83424	-.13411

The practices are ranked according to their relative importance in contributing to a positive change in Y (success). As can be seen the same ranking could have been obtained by using either the b-values or the r-values.

It appears that the practices for which a positive relationship exists are the activity of formulating definite short-range objectives, the function of specifically announcing these objectives, and the task of posting or distributing these goals to all members of the organization. However, comparison of the t-values of each regression coefficient to a t-table reveals none to be significant—even at the .20 level.

A negative relationship existed for the practice of expressing the formulated objectives in written form. Such a relationship would seem to result from the small number of chapters who performed this practice and the high percentage of these chapters that were ranked in the below average quartiles of success.

The strong negative relationship between success (Y) and the presence of long-range goals, however, is somewhat puzzling and difficult to reconcile, although its existence can be explained. From Table 9 it can

be seen that the largest number and percentage of chapters having no long-range goals were located in the top quartile of success. About the only justification the writer can offer for this result is that long-range goals might be more prevalent among the less successful chapters because the need for improvement is more apparent and hence the formulation of long-range targets toward which to work more likely. The very successful chapter may perceive no long-range objective or need with the exception of "maintaining its position."

Summary

Considering both the quartile analysis and the regression analysis, it appears that the managerial practice this survey indicated to be of greatest importance in the formulation and communication of objectives was the determination of definite short-range goals. Not only did the chi-square test indicate the difference in the degree of usage of this practice by chapters on different levels of success to be significant, but the presence of specific short-range goals rated a high positive value under the regression and correlation analysis.

It seems logical that this would be the case--i.e., that specific, attainable objectives of a short-range nature would be most highly associated with success (and maybe provide the greatest motivation toward its attainment). Second in importance, because of its high positive regression coefficient, would be the activity of specifically announcing the goals that have been determined. This result also seems logical to the writer.

However, although the analysis revealed a positive relationship between three of the managerial practices of objectives and success, the relationship was not statistically significant for any of the practices. The lack of a significant difference in the use of some of the practices and the small or negative value of their regression coefficients does not disprove the basic principles that the use of these practices will make the attainment of success more effective and economical. The study merely fails to prove their validity in this situation.

The writer feels that the lack of a significant positive relationship stems in part from the small number of chapters who use these practices on all levels of success. Several of the leaders of the social fraternities with whom the writer talked did not seem to accept the premise that objectives should be announced or communicated to all members of the organization, and, as was mentioned earlier, there was even some opposition to the formulation of goals in the first place.

The president of a fourth quartile chapter reported that he felt that implied general goals were all right but that "definite goals were of little value." The president of a chapter in the third quartile attempted to justify the nonexistence of objectives by saying: "I don't like to commit myself to any set goals; I might not make it and that would be embarrassing." However, the most common reason for not identifying and announcing some definite objectives was that "there was no need to formulate goals as everyone understood what we wanted and needed to do."

A few other chapters noted that they realized the value of formulating goals but felt that the goals should be known only by the presi-

dent and a few of the officers in the organization--i.e., that other members in the organization did not need to be aware of what the objectives of the organization were. The president of a top quartile chapter stated that "goals should not be communicated for political reasons--i.e., it gives opposition to these objectives an opportunity to form." The president of another chapter in the most successful category echoed these views. He remarked that the setting of goals for the organization was harmful in that it bred negative reaction or resistance by the rank and file members. The president of a second quartile chapter reported: "I don't see the value in announcing goals; I think it is better to let each member arrive at his own interpretation of what the group objectives are."

Whether these philosophies expressed by several of the chapter presidents are formulated from experience or merely represent preconceived notions, the writer is unaware. However, on the basis of an analysis of the sample data secured, the writer cannot contend that a significant positive relationship exists between success and the formulation and communication of group objectives. It appears, then, that the views expressed must be given some consideration.

It is the writer's belief that the activity of writing objectives that have been expressed and posting this written statement in a prominent place or mimeographing it and distributing copies to all members of the organization (practices that were practically non-existent) is a method of management that the leaders of social fraternities do not recognize. Apparently the possibility of using these techniques had never

occurred to the leaders interviewed. Whether this unawareness resulted from ignorance or lack of attention to instruction is not known.

However, the writer contends that in a successful social fraternity a feeling of "groupness" tends to prevail over "individualism" and that a majority of the members are willing to subordinate their personal goals to those objectives determined by the organization. These factors were not considered as practices to be performed in the function of formulating and communicating objectives as they merely represent evaluations of attitudes that existed.

In retrospect, the writer can state with some confidence that there is a positive relationship between the success of the social fraternities studied and the basic practice in the function of formulating and communicating objectives--the practice of identifying specific, short-range goals.

On the basis of the data collected in this survey, then, two of the principles of the objective that were tested can be said--with limited confidence--to have some applicability in the operation of social fraternities. These principles are concerned with the clear definition and determination of objectives and efforts taken to make the objectives known, understood, and accepted. The other principle concerning the written statement of objectives was not verified by the investigation, and judgment as to its applicability is, therefore, withheld.

Planning

Planning—the activity of determining who, what, where, when, how, why, and how much—is regarded as an essential function to be performed in order to accomplish objectives.

An ideal program of planning in a social fraternity might be one in which all the planning questions are answered well in advance for all activities in which the organization is engaged.

Although it is recognized that planning should be conducted for all events, the investigation here was centered primarily upon the planning for social activities. As social events represent a major activity of a social fraternity, the planning performed in this area should be indicative of the type of planning carried on in other areas as well.

The writer regarded an ideal performance of the planning function as far as social events were concerned to include the following provisions:

- 1) That an overall financial budget be formulated at some time prior to the beginning of the period the budget is to cover. This projection of income and expense should reveal an approximation of the amount of money that can be spent on social events as well as other activities in the fraternity.
- 2) That the social chairman or other individual responsible for planning and implementing the social program be notified of the funds available for expenditures and that a definite social budget be developed indicating the approximate amount to be spent on each event.

3) That a social calendar--a listing of all social functions scheduled by date and type of function--be drawn up a year or semester in advance and that the calendar be posted in a prominent place or mimeographed and a copy given to each member.

4) That all the basic planning questions be answered and the basic arrangements for the event be made at least one month prior to the scheduled event.

The investigation of the planning function was concerned with determining how closely the chapters studied approximated this ideal performance.

Quartile analysis

Nine questions were asked each chapter about the performance of the function of planning, with some of the questions being of an indirect or supplementary nature. Several questions were posed in addition to those enumerated on the survey questionnaire. A detailed listing of the questions with the number and percentage of chapters that gave each alternative answer is presented on pages 113-114.

Does your chapter have a social budget?--Fifty-four percent of the chapters surveyed indicated that a definite amount of money was allocated for social events and that the cost of each event was approximated. However, almost half of these chapters were rated in the top quartile of success. Approximately 16% of the chapters indicated that a partial social budget was made--i.e., that a general estimate of the funds available for social functions was made but that the total was not fixed.

Thirty percent reported that no social budgeting was done, with the majority of those chapters being located in the third and fourth quartiles.

The chi-square test for above and below average success levels revealed that the difference in whether or not a chapter had a definite social budget was significant for different success levels. The chi-square value was 14.940, greatly in excess of the critical value of 3.841; hence the null hypothesis was rejected.

Is a social calendar formulated a semester or year in advance?--

Only 36% of the chapters studied reported that a social calendar listing all scheduled events was formulated a semester or year in advance; however, an additional 28.8% said that some form of social calendar--either with a listing of all events for the coming month or a listing of just the major events for a semester--was developed.

In general, it appeared that chapters were more likely to have a social calendar for a period of one semester or quarter rather than for a full year in advance. There seemed to be a reluctance to plan that far ahead or maybe a difficulty in being able to set specific dates and determine preferences for type of functions as far as a year in advance. However, on some campuses, the fraternities were forced to do this sort of planning--i.e., the Dean of Students' office or some administrative office connected with student activities requested each fraternity to submit a list of its social functions so they could be placed on a student activities calendar for the whole school.

In some cases, a chapter reported that its social events were traditional activities that were staged every year at approximately the same time and that, therefore, the social calendar did not vary greatly from one year to the next. This being the situation, several chapters expressed the view that there was little need to formulate a social calendar as "everyone knew about what was coming up."

In a few chapters, however, fairly elaborate social calendars were used. They consisted mainly of a listing of events by date and type of function on a poster or an actual facsimile of a calendar with events (other activities as well as social events) being entered at the date scheduled. In both cases, they were generally posted on the fraternity bulletin board.

An observation of the data gives the impression that the great majority of the chapters who had some form of social calendar were ranked in the top two quartiles, whereas the largest proportion of chapters having no social calendar were located in the last two success groups.

To determine whether this observed difference was significant, the chi-square test was performed. The ratio derived was 11.608. Since this was greater than the critical value of 5.991, the null hypothesis was rejected. One can be 95% certain that this difference did not occur because of chance.

How far in advance are social functions planned and arrangements made?---The writer attempted to determine how much planning was performed prior to a scheduled event and how far in advance this planning was completed. "Planning an event" concerned primarily answering the planning

questions; "making arrangements" involved carrying out the major aspects of the plan. "Making arrangements" included the determination of a speaker and menu if a banquet was planned, the renting of a dance hall and hiring of the band if a dance was planned, etc.

How far in advance events were planned varied with the importance of the scheduled activity. For the major social event of the year, a chapter might complete all the planning and make all the arrangements two months or more in advance. However, for minor events the planning might not be completed until a week or two in advance. A judgment had to be made by the writer as to whether the planning was good, fair, or poor based upon a consideration of the advance time for both major and minor events.

Generally, planning was regarded as good if all events were planned and arranged at least one month in advance, with the possible exception of a few minor events. Fair planning was thought to be represented by a situation where all arrangements were completed approximately two weeks in advance. Planning was poor if plans were not formulated and arrangements made until one week or less prior to the scheduled event.

For the answers to this question, the writer had to rely on the observations of the interviewees. The possibility of bias exists--i.e., planning might not be done as far in advance as the respondent reported--and the length of the advance period might not be the same for all events, even those of equal importance; however, the writer believes that

the answers given were reasonably correct and that they provided adequate data for stratification.

Only twenty-six chapters--or 38.8%--reported that most planning was done at least one month in advance. All except one of these chapters were ranked in the above-average success categories. The largest percentage of chapters (44.8%) said that plans were completed and arrangements made, on the average, about two weeks in advance. Of these chapters who were regarded as having poor planning, all except one were rated in the below-average success group.

As might have been expected, the chi-square ratio was high. At 20.817, it was much in excess of the critical value of 5.991. The null hypothesis was thereby rejected and a significant difference was judged to exist.

Does your chapter have a financial budget?—A fairly high percentage (63.9%) of the chapters studied had an overall financial budget. In some chapters a regular routine was followed in which the budget was prepared by the treasurer of the undergraduate chapter, submitted to the Board of Control or alumni group for approval, and then mimeographed and distributed to all members. In some instances, these steps would be performed according to dates or deadlines set for their accomplishment.

A very large proportion (90.9%) of the most successful or top quartile chapters used a formal financial budget, with the chapters not having a budget being concentrated in the third and fourth quartiles.

The chi-square test revealed a ratio of 8.855, greater than the critical value of 3.841. The null hypothesis was rejected.

Who formulates the financial budget?—The writer asked this question to determine who was commonly responsible for this task and if the responsibility was in different hands for chapters on different levels of success.

By and large, the treasurer of the undergraduate chapter—either by himself, with the assistance of the president or other officers, or with the aid of the Board of Control or alumni group—was entrusted with the task of formulating the financial budget. This was true for 55.6% of the chapters who had a financial budget.

Alternative groups that might formulate the budget include an undergraduate finance committee of which the treasurer is likely to be a member and the Board of Control or some other group outside the undergraduate chapter. The writer found evidence of several accounting or management firms that specialized in the performance of bookkeeping operations—including the preparation of budgets—for social fraternities. Most of the firms were located on or near the campus of a major university. Two notable examples were Breesee-Warner, Inc., at the University of Illinois and several other midwestern universities and the Student Auditing Service at The Ohio State University. In a few other cases, a chapter engaged a Certified Public Accountant to handle the bookkeeping task, the CPA also preparing the budget.

A few of the chapters, reported as not having a budget, indicated the person or persons who would draw up the budget—if they had one. As a result only eighteen chapters were recorded as having no budget.

although the previous question indicated that twenty-three chapters had none.

The chi-square test indicated that there was no significant difference between two levels of success as to who prepared the financial budget of the chapter. Chi-square equaled 1.663, a value below the .05 level of significance ratio of 5.991 for the appropriate number of degrees of freedom. Hence, the null hypothesis was accepted.

Is the budget approved by an alumni group?—Approximately 61% of the chapters who had a financial budget indicated that the budget was approved by the Board of Control or other similar alumni group. Such a requirement of alumni approval might be desirable in that it informs the alumni group of projected financial conditions and might serve as the impetus or force to bring about the preparation of a budget by the undergraduate responsible for the activity.

However, there appeared to be little distinction between different levels of success as to whether or not the budget was approved by an alumni group. The computed chi-square—1.443—seemed to verify this observation. The computed value being less than the critical ratio of 3.841, the null hypothesis was accepted.

Is the cost of a social function announced to the chapter prior to the event?—The writer inquired as to whether or not the cost of a social event was announced to the members of the chapter. Such advance reporting was viewed as evidence of planning in that the social chairman or person responsible for the scheduled function would have to consider all aspects of the event and estimate their proportionate cost in reporting

to the chapter. Of the answers obtained to this question, however, the majority (52.6%) of the chapters said that the cost of a social event was not announced to the chapter.

There seemed to be a philosophy in some chapters that cost data--particularly for social functions--should not be reported to the members of the organization. The rationale for this philosophy was basically that the recipients of the information would interpret it erroneously--some complaining that "we are spending too much," others that "we aren't spending enough." Some chapters also expressed the view that the total budgeted figure for social functions should not be revealed to all members of the organization; it was believed that several individuals would cry for a shift of funds from other expense areas to the social account, while others would campaign for large expenditures early--resulting in an uneven distribution of funds throughout the year. In most of the chapters who did not announce the costs of social events, however, the reasons appeared to be mainly those of laziness or a failure to see the need for such action.

The writer considered an announcement of costs--a sharing of financial information--to be desirable. Assuming that all individuals in the organization are interested in its welfare, he believes that the distribution of data as to how much activities are costing would be important--that it might result in greater participation in the affairs of the organization.

However, there appeared to be no significant difference among different levels of success as to whether or not the cost of social func-

tions was announced. A very low chi-square of .303 was found. Since the critical value at the .05 level of significance was 3.841 for one degree of freedom, the null hypothesis was accepted.

How often are social functions scheduled?—The writer attempted to determine the most common interval at which social events, on the average, were scheduled and to see if any difference between different levels of success existed. As the posing of this question did not start until after the surveying had begun, only forty-two chapters supplied answers to it.

Among those who answered, the most prevalent interval noted was once or twice a month—the answer for 74% of the respondents. For the top quartile or most successful chapters, the favorite interval was once a month, while for the second quartile group twice a month was the answer receiving the largest number of votes. For the last two quartiles no one answer predominated.

The difference in the frequency of social functions for various levels of success did not appear to be significant. The chi-square equaled only 3.000, whereas the critical value was 7.815. Hence, the null hypothesis was accepted.

Are any plans submitted in writing?—The writer considered an ideal technique of planning to be a requirement that each officer, committee head, or person responsible for a specific activity in the organization submit a report at the beginning of the year outlining what he planned to do or hoped to accomplish. The report might be delivered orally to all members of the fraternity at a meeting and a written copy

given to the president or the alumni board. Such a requirement would force all individuals responsible for a program to determine their objectives and formulate plans for their particular activity well in advance of the time at which such tasks were to be performed.

This query was designed to reveal to what extent chapters followed such an ideal program. The writer found very few chapters in the survey who even approached the ideal situation. In fact, only 19.7% of the chapters had any form of a written "planning report."

There appeared to be a great reluctance on the part of individuals responsible for an activity to formulate goals by which their performance could be measured. The general feeling seemed to be that avoidance of a commitment to any specific objectives prevented embarrassment in case the goals were not accomplished. The presidents of the chapters studied seemed willing to allow this lack of accountability for planning to exist. This attitude might arise because of a desire not to force work upon others or because the need for such a program of planning is not perceived.

Approximately 80% of the chapters surveyed had no written plans at all, and this lack of planning seemed to pervade each level of success fairly equally. The chi-square test indicated no significant difference, the computed ratio of .363 being somewhat below the critical value of .3.841. The null hypothesis of no significant difference between levels of success was, therefore, accepted.

TABLE 11

RESULTS OF SURVEY QUESTIONS CONCERNING PLANNING

Questions	Top Quartile		Second Quartile		Third Quartile		Fourth Quartile		Total	
	#	%	#	%	#	%	#	%	#	%
1. Does your chapter have a social budget? *										
A. Definite social budget.....	18	81.8	11	64.7	9	37.5	0	0.0	38	54.3
B. Partial social budget.....	3	13.6	2	11.8	3	12.5	3	42.9	11	15.7
C. No social budget.....	1	4.5	4	23.5	12	50.0	4	57.1	21	30.0
D. No answer given.....	0	0.0	2	0.0	0	0.0	0	0.0	2	0.0
2. Is a social calendar formulated a semester or year in advance? *										
A. Definite social calendar.....	14	66.7	5	31.3	5	22.8	0	0.0	24	36.4
B. Partial social calendar.....	5	23.8	6	37.5	7	31.8	1	14.3	19	28.8
C. No social calendar.....	2	9.5	5	31.3	10	45.4	6	85.7	23	34.8
D. No answer given.....	1	0.0	3	0.0	2	0.0	0	0.0	6	0.0
3. How far in advance are social functions planned and arrangements made? *										
A. One month or more.....	14	63.6	10	55.6	2	9.5	0	0.0	26	38.8
B. Two weeks.....	7	31.8	8	44.4	11	52.4	4	66.7	30	44.8
C. One week or less.....	1	4.5	0	0.0	8	38.1	2	33.3	11	16.4
D. No answer given.....	0	0.0	1	0.0	3	0.0	1	0.0	5	0.0
4. Does your chapter have an overall financial budget? *										
A. Yes.....	20	90.9	12	63.2	12	50.0	2	28.6	46	63.9
B. No.....	1	4.5	3	15.8	10	41.7	3	42.9	17	23.6
C. Only occasionally or informally	1	4.5	4	21.1	2	8.3	2	28.6	9	12.5

TABLE 11 - Continued

Questions	Quartile		Quartile		Quartile		Quartile		Total	
	#	%	#	%	#	%	#	%	#	%
5. Who formulates financial budget?										
A. Treasurer.....	12	57.1	5	38.5	10	62.5	3	75.0	30	55.6
B. Undergraduate committee.....	3	14.3	3	23.0	3	18.7	0	0.0	9	16.7
C. Alumni board or other group....	6	28.6	5	38.5	3	18.8	1	25.0	15	27.7
D. No answer given.....	1	0.0	6	0.0	8	0.0	3	0.0	18	0.0
6. Is budget approved by alumni?										
A. Yes.....	10	50.0	8	61.5	12	85.7	1	25.0	31	60.8
B. No.....	10	50.0	5	38.5	2	14.3	3	75.0	20	39.2
C. No answer given.....	2	0.0	6	0.0	10	0.0	3	0.0	21	0.0
7. Is cost of social function announced?										
A. Yes.....	9	42.9	9	60.0	5	31.2	4	80.0	27	47.4
B. No.....	12	57.1	6	40.0	11	68.8	1	20.0	30	52.6
C. No answer given.....	1	0.0	4	0.0	8	0.0	2	0.0	15	0.0
8. How often are social functions scheduled?										
A. More than twice a month.....	4	22.2	4	28.6	0	0.0	0	0.0	8	19.1
B. Twice a month.....	5	27.8	6	42.8	4	50.0	0	0.0	15	35.8
C. Once a month.....	7	38.9	4	28.6	4	50.0	1	50.0	16	38.2
D. Less than once a month.....	2	11.1	0	0.0	0	0.0	1	50.0	3	6.9
E. No answer given.....	4	0.0	5	0.0	16	0.0	5	0.0	30	0.0
9. Are any plans submitted in writing?										
A. Yes.....	6	27.3	4	22.2	6	25.0	0	0.0	16	22.8
B. No.....	16	72.7	14	77.8	18	75.0	7	100.0	55	77.2
C. No answer given.....	0	0.0	1	0.0	0	0.0	0	0.0	1	0.0

Regression analysis

Five practices were observed to determine the "goodness" with which the planning function was performed. These practices were the formulation of an overall financial budget, the determination of a definite social budget, advance planning for social events, the establishment of a social calendar, and the requirement of written plans by committees.

The net regression coefficients (b), their respective t-values (t), and the partial correlation coefficients (r) for each of these practices are presented below. They are ranked in order of their importance—i.e., a positive contribution to a change in Y (success).

TABLE 12

REGRESSION AND CORRELATION COEFFICIENTS FOR MANAGERIAL PRACTICES OF PLANNING

<u>Practice</u>	<u>b</u>	<u>t</u>	<u>r</u>
Longer advance planning period.....	.79625	1.08130	.17277
Use of social budget.....	.59430	.65646	.10589
Presence of overall financial budget...	.45796	1.24189	.19749
Evidence of a social calendar.....	.25115	.32794	.05312
Written committee plans required.....	-.16965	-.20072	-.03254

As can be seen, a positive relationship exists for four of the practices, with advance planning being of greatest importance according to the magnitude of its b-value. However, if ranked by their r-values, the presence of an overall financial budget appears to be most highly associated with success. The t-values of each regression coefficient indicate that none of the b-values are statistically significant, even at the .20 level of confidence, although overall financial budgeting and advance planning are very near this level of significance.

Summary

The regression analysis indicates that none of the five managerial practices of planning have a highly significant relationship with success, although the nature of the relationship appears to be positive in four of the five cases. On the other hand, the chi-square test did reveal a significant difference in the utilization of these four practices on different levels of success, the degree of usage being much greater in the above average success categories.

The fifth practice, the activity of requiring committee chairmen to submit written reports of a planning nature, was clearly one for which the utilization was low. Because of the low usage rate, the lack of a significant difference in its utilization on different levels of success, and the small negative value of the regression coefficient, the writer feels that judgment must be withheld as to the validity of this practice.

However, because of the positive nature of the relationship and the significant difference in utilization, the writer would be reluctant to discard any of the other four practices as non-influential in the achievement of success. Nevertheless, it cannot be contended, with any high degree of confidence, that the positive relationship is significant.

The writer feels that caution must, therefore, be used in stating that the basic planning premise or hypothesis was verified by the investigation and analysis of the survey data.

Organizing

An ideal performance of the organizing function might be conceived as one in which measures are taken to insure that there is "a job for

everyone and someone for every job." It might also include a proper matching of individuals with jobs and provisions for insuring the availability of trained personnel for each position in the organization.

As applied to the operation of a social fraternity, the writer considered such an ideal performance to involve the following provisions:

- 1) That the responsibility for the performance of each activity in the fraternity be clearly assigned to and fixed upon an individual.
- 2) That each individual be clearly informed of his responsibility and that all members of the organization be aware of the persons responsible for each job. This communication of responsibility might be in the form of by-laws of the chapter stating the duties of each major position or in the form of printed manuals for each officer. These responsibilities could also be stated orally to each individual.
- 3) That apprenticeship positions be used for each major office or job in the fraternity. This could be a systematic procedure whereby younger members receive "on-the-job" training.
- 4) That a formal system of officer changeover or transition be established--a program whereby the outgoing officer assists the incoming officeholder in the initial stages of becoming familiar with all aspects of the job.

As with the other managerial functions, the investigation here was concerned with measuring, as far as possible, how closely the chapters studied matched this ideal performance.

Quartile analysis

Fourteen questions were asked each chapter about the manner in which the organizing function was performed. Some of the questions did not deal directly with the performance of the organizing function but were concerned with either the organizational structure or other factors that influenced it.

Each question is discussed here, with a detailed presentation of the results on pages 137-139.

How is the responsibility for activities assigned?—The respondent was given an opportunity to answer this question as fully as he liked, the objective of the interviewer being to determine upon whom responsibility was fixed and the intensity of this fixing. The answers were then grouped into three categories: 1) one man, either elected or appointed, is responsible; 2) responsibility is assigned to co-chairmen or a whole committee; and 3) responsibility is not assigned.

Since it was highly difficult to determine the assignment of responsibility for every job in the operation of a fraternity, the investigation dealt primarily with the fixing of responsibility for major events—social functions, homecoming displays, work details, athletic events, campus activities, special projects, etc.

A large majority of the chapters (71%) expressed a belief in the importance of fixing the responsibility for a task upon an individual, as they reported that the duty or responsibility for the performance of each major activity could be traced to one person. In some cases, the individual responsible was an elected officer or an appointed committee

chairman. In other instances, the individual was either elected by the chapter or appointed by the president for a specific event.

When an individual was elected or appointed as chairman for a special event or project, the assistance of others was solicited--i.e., the chairman was allowed to pick several persons to assist him or a committee was appointed by the president. It was then the task of the chairman to motivate his assistants to aid him in the performance of the activity for which he was responsible.

Twenty-one percent of the chapters reported that the responsibility for major events was delegated to a whole committee without any one individual being directly responsible or that the responsibility was placed upon two individuals who were co-chairmen for the event or events. This was considered to be less desirable than the first alternative in that the evasion of responsibility might be easier and more likely when it was not specifically assigned. A few of the chapters reported that there was no assignment of responsibility--i.e., that the whole chapter was responsible or that "everyone just pitched in and performed the jobs." One chapter stated that all of the responsibility ultimately rested upon the president of the organization.

It was recognized that the occupant of the top administrative position in an organization, in this case, the president, is ultimately responsible for the performance of all activities and tasks. However, it was also assumed to be typical that the president would delegate or assign a portion of this responsibility to other individuals within the group.

In most cases, the writer found that the chapters had a written statement of responsibilities for each office, committee chairmanship, and a few other major positions. The written statement was usually in the form of officers' manuals or chapter by-laws. However, as a general rule, these enumerated responsibilities seemed not to be studied or utilized to any great extent. Many of the officers interviewed had never read their manuals (usually published by the national fraternity) and were only vaguely familiar with the stated chapter by-laws. The majority of the officers and committee chairmen seemed willing merely to accept a general understanding of what their duties or responsibilities were rather than to take the time to scrutinize a written statement.

The chapters where the responsibility was fixed upon one person seemed to be located most heavily in the above-average success groups with the general assignment of responsibility being more characteristic in the below-average success categories. The chi-square ratio did not indicate any significant difference, however. The computed value of 3.663 was less than the critical value of 5.991; the null hypothesis was, therefore, accepted.

Who is responsible for the supervision of activities?--This question was designed to determine the extent to which activities in which a number of people were engaged were supervised--i.e., the work observed or instructions "followed up" to insure that they were obeyed. The respondent was asked if anyone supervised activities and, if so, whether one person would do this or whether more than one person would have the task. The writer regarded it desirable to have one person "follow up"

or supervise activities, because of a belief in the fixing of responsibility as discussed earlier.

A majority of the respondents (61%) noted that one man would bear the responsibility of supervision of a given activity--"making sure" that each person performed his assigned tasks. In practically all of the cases it was remarked that the individual with overall responsibility for the activity--the officer, committee chairman, or special event chairman--was also expected to supervise the performance of the activity to assure himself that all work had been done satisfactorily. This sort of arrangement was conceived as being desirable in that the individual responsible for the performance of an activity should logically be the one who has the task of supervising the work toward its completion.

In some chapters an organizational structure in which each officer was responsible for supervising the activities of one or more committees--the committee head supposedly reporting to the officer--was established. However, it appeared that such a "chain of command" at best was merely informal and was often ignored.

In general, an air of informality pervaded practically all assignments of responsibility and accountability was not rigidly required. There were a few exceptions to this general observation. A few chapters had a kind of "military chain of command" philosophy. In no chapter, however, did the writer find evidence of the use of an organizational chart, depicting the lines of authority and responsibility.

As with the preceding question, several chapters indicated that the responsibility for the supervision of tasks was not clearly defined.

Approximately 25% reported that more than one person would be responsible for supervision--either co-chairmen or members of a committee--and that this responsibility was merely "understood." An additional 14% said that there was no supervision or "following up" activity. The general observation was that the less definite assignment of responsibility for supervision tended to be more prevalent among the below-average success groups.

Although it appeared that the more successful chapters were "better managed" as far as this area of organizing was concerned, the chi-square test did not reveal any significant difference between two levels of success. Chi-square equaled 4.636, a ratio less than the critical value of 5.991. The null hypothesis was accepted.

To whom does a pledge report his problems?--This query attempted to uncover whether or not the responsibility for listening to and trying to solve problems encountered by members of the pledge class was fixed on someone and, if so, who this person was.

Practically all of the chapters surveyed had a "big brother" or "pledge father" system, a program whereby an active member is appointed to provide guidance and assistance to a pledge during the course of his training period.

However, only 12.5% of the chapters specifically identified the big brother or pledge father as the person to whom the pledge should go with all problems and complaints. The pledge trainer was noted as the person responsible for all grievances in 15.3% of the chapters. A more common provision (in 47.2% of the chapters) was that the pledge could report his problem to either the pledge trainer or his big brother. In

these cases, the pledge was usually told to see his big brother if the problem or question was of a personal nature and to consult the pledge trainer if the question concerned the pledge program of the general fraternity. In a few chapters, it was noted that the pledge could present his problem to the pledge trainer, his big brother, or to the president of the chapter.

Except for a few instances, the assignment of responsibility for this task seemed to be pretty clearly defined. The pledge trainer or the big brother would be the logical listener for problems of a member of the pledge class. A splitting of the responsibility, based on the nature of the problem, seems not to be too far removed from a proper performance of the managerial practice of clearly fixing responsibility.

The person to whom the pledge was asked to report did not differ greatly for chapters on different levels of success, the option of consulting either the pledge trainer or the big brother being predominant in each quartile. The computed chi-square was 5.345, less than the .05 value of 7.815 for three degrees of freedom. The null hypothesis was accepted.

Who is responsible for taking disciplinary action against violators of pledge rules and policies?--Hay states that a basic principle of disciplinary action is "When disciplinary action is applied by the offender's immediate superior, the more effective it becomes in maintaining the superior's leadership position."² To maintain the position of the

² Hay, op. cit., p. 238.

pledge trainer as director of the pledge program, it would then seem desirable to place the responsibility for disciplinary action in his hands.

For the largest proportion (37.5%) of the chapters studied, this responsibility was assigned to the pledge trainer. However, in a number of cases, it was noted that the person responsible for disciplinary action depended upon the seriousness of the offense--i.e., for routine rule infractions, the pledge trainer might take whatever action was necessary; however, for violations of a severe nature, the president of the chapter or the whole chapter might decide the course of action.

For 12.5% of the chapters the remark was made that all cases of rule infractions were reported to the whole chapter and that the action necessary was decided by all the members assembled. In 18.1% of the cases, the chapter said that a disciplinary board or committee handled all cases of pledge rule infractions. In these instances, the pledge was asked to appear before this board (sometimes called a pledge court or tribunal) after each infraction or number of violations, the board determining what action to take.

The president of the chapter, the big brother of each pledge, and the entire pledge class each received one vote as the individual or group responsible for disciplinary action. Two chapters reported that no disciplinary action at all was taken. The additional answers contained in the "other" category consisted primarily of disciplinary action based solely on a point or demerit system. Under this program, a pledge was given a specified number of points or demerits for each rule viola-

tion, the points being assessed by any active member who witnessed the violation. The pledge then might be required to "work off" all demerits prior to initiation or be dropped from the fraternity if the number of points reached a certain level.

The pledge trainer tended to be the answer given by the largest proportion of chapters in each quartile—leaving out the "other" category. The sole exception was the top quartile, where the disciplinary board predominated. The difference between the two levels of success, however, was not significant at the .05 level. Chi-square equaled only .365; since the critical value was 5.991, the null hypothesis was accepted.

Does your chapter have an assistant treasurer?—This question was the first in a series designed to reveal the extent to which "on-the-job training" or apprenticeship positions were present in the organizational structure of social fraternities. Such positions might be expected to insure better continuity and more uniform performance of particular jobs.

Because the writer found that the record-keeping task was often inadequately and inconsistently performed from one period to another in social fraternities, he believed that an assistant treasurer might improve the situation. An assistant treasurer might be expected to perform part of the duties of the financial management position as well as becoming familiar with all aspects of the job. As an internal control measure in some chapters, the duties were split between the treasurer and the assistant treasurer to provide a system of "checks and balances." For example, the assistant treasurer might perform all the accounting or record-keeping

functions while the treasurer handled the collection and disbursement of funds. In some cases where the assistant treasurer handled the record-keeping function, he was called the controller rather than just assistant treasurer.

In several chapters the assistant treasurer automatically became treasurer at the time new officers were elected; therefore, only an assistant treasurer needed to be chosen. However, in some instances, the assistant treasurer held an appointed position, the selection being made either by the treasurer or the president of the chapter, with no provision that the assistant be automatically elevated to treasurer at the next election date.

In chapters where an outside firm supplied the accounting work and in those chapters where the manpower was low, the position of assistant treasurer was not typical. This might be expected since the presence of the position depended upon having some duties to perform and having someone to perform them. Therefore, a chapter with a high success rating and located on a major university campus where accounting services could be purchased from specialized firms might find the position of assistant treasurer unnecessary.

Only twenty-eight, or 38.9%, of the chapters surveyed had an assistant treasurer's position, with the top quartile being the only success group in which a majority of the chapters answered this question positively. The chi-square criterion, however, described no significant difference between the answers given by the above and below-average

success groups. Since chi-square equaled only 2.157, the null hypothesis was accepted.

Does your chapter have an assistant rush chairman?—Only 15.3% of the chapters studied had an assistant rush chairman. However, all of these chapters were rated in the first or second quartile of success.

An assistant rush chairman might be expected to assist with the planning and implementing of a program of new member solicitation during a formal rush period as well as helping to develop a continuous program of "rushing." All members of the fraternity were usually expected to participate in "rushing" activities; however, the value of an assistant rush chairman rests on his greater exposure to and familiarity with the planning required and work necessary for a successful program of recruitment. The hope that better techniques of "rushing" will result is based on the assumption that the assistant rush chairman is a younger member of the fraternity who moves up to rush chairman at the next election date—either automatically or by election or appointment.

Although the number of chapters reporting to have an assistant rush chairman was small, several others indicated that a slightly modified organizational structure was used. About 28% of the chapters noted that a standing rush committee or board composed of several members was utilized. In this case, the committee or board would have a chairman who would direct rush activities with the aid of the committee members. However, the title of assistant for one of the committee members was not common.

In 22% of the chapters a regular practice of employing co-chairmen to direct the rush activities was indicated. The two individuals—who might be either elected or appointed—were expected to share the responsibilities and duties of the position.

The chi-square test depicted a difference in usage of this position by chapters on different levels of success that was significant. The computed ratio of 11.085 was greater than the .05 level of significance value of 5.991; therefore, the null hypothesis was rejected.

Does your chapter have an assistant social chairman?—A very small proportion (18%) of the chapters answered this question in the affirmative. However, an additional 32% indicated that, instead of an assistant, either co-chairmen or a permanent committee was utilized.

An assistant social chairman's role would be very similar to that of an assistant rush chairman explained above, except, of course, that his efforts would be exerted in the planning and implementation of a social program for the chapter. His value, also, would basically be the advantage of having a trained person to assume the position upon its vacancy.

Very few chapters (only 2.8%) used co-chairmen to direct their social program. On the other hand, the committee system was fairly common. In this situation, the social chairman would be assisted by a permanent committee of several members.

Over three-fourths of the chapters that had an assistant social chairman were rated in the above average success categories; however, the chi-square analysis did not indicate that the differences in the answers

expressed were significant at the .05 level. Chi-square equaled 3.420, below the critical value of 5.991. The null hypothesis was accepted.

Does your chapter have an assistant pledge trainer?—A majority of the chapters surveyed appeared to consider it important to have an assistant pledge trainer, as 51.4% of them answered this question positively. The administration of the pledge program for a fraternity is typically an important and time-consuming job. Therefore, aid provided by an assistant pledge trainer might be considered essential. The assistant might be either elected or appointed.

Since the pledge program and its administration is apt to be an area of the fraternity's operation that is evaluated, criticised, and revamped fairly often, the value of having trained personnel available to direct this activity is apparent.

Although a majority of the chapters interviewed had an assistant pledge trainer, this position was much more common in the above-average success groups. Approximately 68% of both the top quartile and the second quartile chapters noted that they had assistant pledge trainers; for the last two quartiles, however, the position was present in only about 30% of the chapters. A few chapters said that the position of assistant pledge trainer had been used in the past but was not now being utilised. A few others noted that a pledge training board or committee was used.

In some chapters the job of directing the pledge program was divided into two parts, those of a pledge trainer and a pledge master. In these cases, the pledge trainer usually handled the instruction of the

pledges while the pledge master provided the administrative work and handled all disciplinary problems.

The chi-square test pointed out that the difference in the utilization of this position on different success levels was significant, the computed ratio of 11.113 being in excess of the .05 value for one degree of freedom. The null hypothesis was rejected.

Does your chapter have any other apprenticeship positions?—Only 30.6% of the chapters reported that assistants were utilized in addition to those discussed above, with half of those chapters being in the top quartile of success.

The other assistants' positions were varied, but the most common were those of an assistant house manager and an assistant steward or kitchen manager. Others mentioned included an assistant athletic director or chairman, an assistant song leader, and an assistant historian. In a few other cases, some offices were split into two positions creating an assistant's position of slight modification. The best example was the job of secretary, which was sometimes divided between a recording secretary and a corresponding secretary. One chapter reported that new initiates, upon their initiation into the fraternity, were assigned to different officers to assist them in the performance of their duties.

The chi-square analysis did not reveal the appearance of additional assistant positions on different levels of success to be significant. The computed ratio was only 1.077, below the critical value of 3.841. The null hypothesis was accepted.

Is any assistance given to new officers upon their assumption of a new position?—The writer wanted to know what measures were taken, if

way, to provide for continuity and uniformity in the performance of jobs in the fraternity and to insure the smooth transition from one set of officers to another.

It was realized that measures taken to achieve this objective might be influenced by the rate of turnover among the officers of the chapter. To the extent that a high rate of officer retention—i.e., a large number of the old officers being retained in the same office or a different position—is present in the chapter, the efforts at effecting a smooth transition would not have to be extensive. However, the general observation of the writer was that, except for chapters where the manpower was low and the number of individuals eligible to hold office limited, the rate of turnover of officers on an election date tended to be high. It might be typical that the vice-president would move up to president or that the treasurer would be retained in his position; but, on the average, the turnover total was greater than 50%.

Therefore, the writer felt that continuity of leadership would be lost without some program to effect a smooth transition from one slate of officers to the next. It was believed that, if the fruits of the experience of the previous occupant of the position were not passed along, mistakes or errors might be repeated, thereby reducing the effectiveness with which an organization is able to achieve its objectives.

The answers to this question were divided into three alternative categories: 1) a formal system of assistance, 2) some assistance but only on an informal or partial basis, and 3) little or no assistance.

Only 31.9% of the chapters surveyed have any semblance of a formalized system of assistance for new officers. A formalized system was defined as one where an established procedure involving an overt attempt to assist the new officers was followed each year.

Having assistant officers (as described earlier) for several important positions who automatically move up to the main post after a period of internship was judged to represent a "formal" system.

Another procedure--that might be utilized in its entirety or in part--designed to effect a smooth transition had the following characteristics. There was a two or three week period between the election of a new slate of officers and the date at which they were installed in their new positions, the old officers continuing to function in their posts until the date of installation. During this interval, a conference was held between the outgoing and incoming officer, the old officer informing the new as to the nature and status of any projects on which he was working, special problems that he might encounter, and measures that he might use to increase his effectiveness in that particular position. The old officer presented the new officer with a file containing copies of all the reports and plans he had made and asked that the new officer familiarize himself with its contents. During this period of transition, the old and new officers met together in a combined officers meeting prior to each chapter meeting.

Although it was typical that the time between the election and installation of new officers did not exceed one month, one chapter reported that its officers were elected in December but did not assume

the office until May. A system similar to that described above was followed during this interim.

Another chapter reported that a retreat for all outgoing and incoming officers of the fraternity was scheduled immediately after the election of new officers. This retreat, a meeting usually held in some pleasant setting, was designed to help the new officers establish objectives and formulate plans for their period of office and to understand the roles they were about to assume.

A measure that the writer heard advocated was that an incoming officer be required to study the officer's manual pertaining to his position and pass an examination (administered by the chapter advisor) on the duties of his office before being installed. However, no chapter was found to be utilizing such a measure.

An additional 36.1% of the chapters indicated that a "good bit" of help and assistance was rendered to the new officers by the old, but that this assistance was on a completely informal basis. The common reply was that some conferences were staged between the outgoing and incoming officers, but that this was about the extent of the efforts to effect a smooth transition.

The remainder (31.9%) of the chapters remarked that little or no assistance was given to incoming officers—i.e., that the old officers vacated the premises as rapidly as possible with the new officers expected to "take over" immediately. One president expressed approval of this type of changeover, saying that outgoing officers should not ruin

the fresh outlook and enthusiasm of the new officers by presenting their stagnant ideas.

Fifty-nine percent of the chapters in the top quartile of success had some formal system of assistance to incoming officers, whereas a combined total of only three chapters utilized such measures in the third and fourth quartiles. It was also found that the greatest proportion of chapters having no formal assistance were located in the below-average success groups.

The chi-square test indicated that this difference in utilization was significant. The computed ratio of 15.204 was considerably above the critical value of 5.991; the null hypothesis was rejected.

How often are new officers elected?—The writer attempted to determine the typical length of time served by an officer during one term of office. For 79.2% of the chapters the term of office was one year, the election commonly being staged annually in January or April.

However, eight chapters, or 11.1%, reported that new officers were elected each semester, and an additional 9.7% noted that some other interval was used. The "other" category included several chapters with different terms of office for different positions—i.e., the president and treasurer might be elected yearly with all other officers being chosen semestraly or quarterly.

There appeared, however, to be no marked difference in the length of the term of office for chapters on different levels of success. The chi-square analysis clarified this view. The low score of .349 was some-

what below the .05 level of significance. Thus, the null hypothesis was accepted.

Is there an alumni chapter near your campus?—The writer hoped to uncover the extent to which each chapter studied had within its organizational structure alumni groups that might provide some sort of assistance. This question and the two that follow, however, might possibly be of more interest than relevance to the performance of the organizing function.

Having an alumni chapter near the campus on which an undergraduate chapter was located might be considered an advantage to the undergraduate group in that one of the functions of an alumni chapter might be to assist the undergraduate chapters in its immediate vicinity. But since alumni chapters are typically located in larger metropolitan areas, the undergraduate chapters located on campuses in small towns a long distance from a metropolitan area might have a built-in disadvantage.

Only twelve chapters, or 15.7%, reported that an active alumni chapter was located in their immediate vicinity—in the same metropolitan area or at least near enough to be of some assistance. Three-fourths of these chapters with active alumni groups near, however, were in the above-average success categories with the percentage increasing as one moved up from the fourth to the first quartile.

An additional 15.3% of the chapters noted that alumni chapters were near their campuses, but that the graduate groups were presently inactive. Nevertheless, the greatest percentage (68.1%) of the chapters indicated that there were no alumni chapters near their campuses.

Although active alumni chapters were more frequent among the more successful fraternities, the difference was not significant at the .05 level. Chi-square equaled 1.822, less than the critical value of 5.991. This computation led to the acceptance of the null hypothesis.

Does your chapter have an alumni association?—In addition to an alumni chapter which may be primarily social in nature and which is typically open to any alumnus of the national fraternity regardless of the chapter from which he originated, an undergraduate chapter may organize or create an alumni association composed of only its own graduates. Such an association might provide direct financial assistance as well as the formulation and implementation of plans for new housing for the chapter or other projects. Such assistance would be supplementary to direction given by a Board of Control described later.

Only ten, or 13.9%, of the chapters surveyed had an active alumni association, with eight, or 80%, of these being in the top quartile of success. An additional 12.5% reported that they had no alumni association but did have active alumni participation. All but two of these chapters were in the above-average success groups.

The largest majority (73.6%) of the chapters, however, remarked that they had virtually no participation by their alumni members in the affairs of the undergraduate chapter, with the proportion of chapters giving this answer increasing as one moved down the success scale from the first to the fourth quartiles.

The chi-square analysis indicated that this difference in organizational structure of chapters on different levels of success was signi-

TABLE 13

RESULTS OF SURVEY QUESTIONS CONCERNING ORGANIZING

Questions	Top Quartile		Second Quartile		Third Quartile		Fourth Quartile		Total	
	#	%	#	%	#	%	#	%	#	%
1. How is the responsibility for activities assigned?										
A. One man responsible.....	16	72.7	16	84.2	16	66.7	3	42.9	51	70.8
B. Co-chairmen or committee.....	5	22.7	3	15.8	6	25.0	1	14.3	15	20.8
C. No responsibility assigned....	1	4.5	0	0.0	2	8.3	3	42.9	6	8.3
2. Who is responsible for the supervision of activities?										
A. One man responsible.....	17	77.3	13	68.4	11	45.8	3	42.9	44	61.1
B. Co-chairmen or committee.....	4	18.2	4	21.1	8	33.3	2	28.6	18	25.0
C. No supervision.....	1	4.5	2	10.5	5	20.8	2	28.6	10	13.9
3. To whom does a pledge report his problems?										
A. Pledge trainer.....	1	4.5	6	31.6	3	12.5	1	14.3	11	15.3
B. Big Brother.....	2	9.1	1	5.3	4	16.7	2	28.6	9	12.5
C. Pledge trainer or Big Brother.	11	50.0	10	52.6	9	37.5	4	57.1	34	47.2
D. Other person or persons.....	8	36.4	2	10.5	8	33.3	0	0.0	18	25.0
4. Who is responsible for taking disciplinary action against violators of pledge rules and policies?										
A. Pledge trainer.....	3	13.6	12	63.2	8	33.3	4	57.1	27	37.5
B. The whole chapter or a disciplinary board.....	10	45.5	4	21.1	6	25.0	2	28.6	22	30.6
C. Other person or persons.....	9	40.9	3	15.8	10	41.7	1	14.3	23	31.9

TABLE 13 - Continued

Questions	Top Quartile		Second Quartile		Third Quartile		Fourth Quartile		Total	
	#	%	#	%	#	%	#	%	#	%
5. Does your chapter have an assistant treasurer?										
A. Yes.....	13	59.1	6	31.6	9	37.5	0	0.0	28	38.9
B. No.....	9	40.9	11	57.9	14	58.3	7	100.0	41	56.9
C. Occasionally or committee.....	0	0.0	2	10.5	1	4.2	0	0.0	3	4.2
6. Does your chapter have an assistant rush chairman?*										
A. Yes.....	6	27.3	5	26.3	0	0.0	0	0.0	11	15.3
B. No.....	1	4.5	10	52.6	9	37.5	5	71.4	25	34.7
C. Co-chairmen or committee.....	15	68.2	4	21.1	15	62.5	2	28.6	36	50.0
7. Does your chapter have an assistant social chairman?										
A. Yes.....	7	31.8	3	15.8	3	12.5	0	0.0	13	18.1
B. No.....	6	27.3	13	68.4	11	45.8	6	85.7	36	50.0
C. Co-chairmen or committee.....	9	40.9	3	15.8	10	41.7	1	14.3	23	31.9
8. Does your chapter have an assistant pledge trainer?*										
A. Yes.....	15	68.2	13	68.4	8	33.3	1	14.3	37	51.4
B. No.....	5	22.7	5	26.3	12	50.0	5	71.4	27	37.5
C. Occasionally or committee.....	2	9.1	1	5.3	4	16.7	1	14.3	8	11.1
9. Does your chapter have any other apprenticeship positions?										
A. Yes.....	11	50.0	4	21.1	7	29.2	0	0.0	22	30.6
B. No.....	11	50.0	15	78.9	17	70.8	7	100.0	50	69.4

TABLE 13 - Continued

Questions	Top Quartile		Second Quartile		Third Quartile		Fourth Quartile		Total	
	#	%	#	%	#	%	#	%	#	%
10. Is any assistance given to new officers? *										
A. Formal system of assistance..	13	59.1	7	36.8	2	8.3	1	14.3	23	31.9
B. Informal assistance.....	6	27.3	8	42.1	11	45.8	1	14.3	26	36.1
C. Little or no assistance.....	3	13.6	4	21.1	11	45.8	5	71.4	23	31.9
11. How often are officers elected?										
A. Yearly.....	16	72.7	15	78.9	19	79.2	7	100.0	57	79.2
B. Semesterly or Quarterly.....	1	4.5	3	15.8	4	16.7	0	0.0	8	11.1
C. Other.....	5	22.7	1	5.3	1	4.2	0	0.0	7	9.7
12. Is there an alumni chapter near?										
A. Active alumni chapter.....	6	27.3	3	15.8	3	12.5	0	0.0	12	16.7
B. Inactive alumni chapter.....	1	4.5	4	21.1	4	16.7	2	28.6	11	15.3
C. No alumni chapter.....	15	68.2	12	63.2	17	70.8	5	71.4	49	68.1
13. Do you have an alumni association? *										
A. Yes, with good participation.	8	36.4	1	5.3	1	4.2	0	0.0	10	13.9
B. No, but good participation...	5	22.7	2	10.5	2	8.3	0	0.0	9	12.5
C. No, and poor participation...	9	40.9	16	84.2	21	87.5	7	100.0	53	73.6
14. To what extent do alumni visit the chapter?										
A. Regularly and exert influence	6	27.3	4	21.1	7	29.2	1	14.3	18	25.0
B. Periodically, but no influence	10	45.5	6	31.6	6	25.0	2	28.6	24	33.3
C. Little or no visitation.....	6	27.3	9	47.4	11	45.8	4	57.1	30	41.7

ficient. Chi-square was computed to be 8.820, a value in excess of the ratio at the .05 level of significance. The null hypothesis was thereby rejected.

To what extent do your alumni visit the chapter?—This question was somewhat corollary to the preceding one. The writer attempted to measure the extent of alumni visitation to the chapter and to note whether or not the chapter considered the alumni who visited on a regular basis to be influential in the operation of the chapter—the influence being of an individual nature rather than a group influence as an alumni chapter or association.

One-fourth of the chapters reported that they had alumni members who visited the chapter on a regular basis and exerted some influence. Approximately one-third noted that alumni members visited fairly frequently but that the visits were of a social nature rather than for the purpose of assistance to the chapter.

The remaining 41.7% of the chapters said that they received little or no visitation from their alumni. Some of the chapters appeared to regard this as a desirable situation in that they wished to operate the chapter without any "interference" from alumni.

No marked difference in the answers given by chapters on the above and below-average success levels was observed. The chi-square was 1.229, below the critical value of 5.991. This brought about the acceptance of the null hypothesis.

Regression analysis

Three practices were chosen to represent the performance of the organizing function in the operation of social fraternities. These three basic practices along with their net regression coefficients (b), the respective t-values (t), and the partial correlation coefficients (r) are presented below:

TABLE 14
REGRESSION AND CORRELATION COEFFICIENTS FOR MANAGERIAL
PRACTICES OF ORGANIZING

<u>Practice</u>	<u>b</u>	<u>t</u>	<u>r</u>
Extent to which apprenticeship positions were used.....	.49219	3.4027	.38633
a. assistant rush chairman.....	.82910	1.4968	.23595
b. assistant social chairman...	.42664	.6812	.10983
c. assistant pledge trainer....	.29270	.6552	.10556
d. assistant treasurer.....	.13883	.3139	.05086
Formality of a program of officer assistance.....	.39397	1.4526	.22936
Degree to which responsibility was defined and assigned.....	.18406	.4969	.08036

The practices are ranked in order of their importance in contributing to a positive change in Y (success). From Table 14, it can be seen that the relationship is positive for all of the practices.

Observation of the t-values of each practice reveals that the use of apprenticeship positions to provide organizational continuity was significant at the .05 level, while the utilization of a formal program of assistance to new officers to accomplish the same purpose was significant at the .20 level.

Among the apprenticeship positions observed, the job of assistant rush chairman appeared to be most highly associated with success, its t-value having a .20 level of significance. It is logical that the position of assistant rush chairman can directly affect the achievement of success by a fraternity, as the number of pledges secured was a factor by which the success of a fraternity was measured. The effectiveness of the rush program might be expected to influence greatly the chapter's rating in this category. It was the writer's assumption that an assistant to the rush chairman might not only increase the effectiveness with which the program could be directed currently but might also contribute toward consistency of performance in future periods. The survey findings indicate that this assumption has some merit.

The other apprenticeship positions, although possessing a positive relationship with success, were not significant at the levels observed. However, when all of the apprenticeship positions were considered together, the effect upon success seemed to be a magnified or accelerated one. With the training positions considered jointly being significant at the .05 level, the indication is that the more apprenticeship positions are utilized to provide continuity, the greater the possibilities for success.

The degree to which a program of new officer assistance or orientation was formalized and utilized also appeared to have a significant positive relationship with success. However, for the remaining managerial practice of organizing--the degree to which responsibility for tasks was defined and assigned--the relationship, although positive, was not signi-

ficant. The difficulty in measuring the extent to which this practice was followed and, therefore, the conservatism used in assigning values to such measures, might have been a contributing factor to this lack of significance.

Summary

Two of the three managerial practices of organising were revealed by the analysis to be significant both in the difference of usage by chapters on different levels of success and in the contribution toward a change in success.

The first practice was the creation and use of apprenticeship positions to insure the availability of trained personnel to handle various jobs in the fraternity as well as contribute toward a consistent performance of the duties of the position. The position of assistant rush chairman appeared to be most important, being significant under both chi-square and regression analysis. Also noteworthy was the job of assistant pledge trainer, which had a significant chi-square ratio but was of less importance when subjected to regression analysis.

The second practice was the formulation and utilization of a formal program of assistance to new officers, the objective being to effect a smooth transition to a new slate of formal leaders and thereby contribute to organisational continuity.

The utilization of a chapter alumni association was revealed by the chi-square analysis to be significantly different for chapters on different levels of success. Such a practice might, therefore, be considered of some importance. This aspect of organization structure, how-

ever, was not used as a factor to measure the performance of the function of organizing.

On the basis of the investigation of the organizing function, the writer would contend—with at least 80% and maybe even 95% confidence—that the second of the two principles of organizing tested is of value in the operation of social fraternities. This principle is: "The more effective measures for providing organizational continuity and stability are planned for, the more effective the organization will be in reaching its objectives."

On the first of the two principles—the statement concerning the clear definition of responsibility—the writer has to withhold judgment.

Actuating

The actuating function of management is broken into two phases for purposes of investigation here: 1) supervising—the activity of overseeing or observing activities for the purpose of critical evaluation and 2) motivating—performing those tasks that provide inspiration or incentive for the attainment of objectives.

An ideal performance of the actuating function would, therefore, include adequate supervision of all activities by someone competent to evaluate them and motivation sufficient to insure the achievement of desired goals.

As applied to the operations of a social fraternity, this ideal performance of the actuating function might include the following provisions:

- 1) That the general chapter operation be supervised by an active, experienced, and effective Chapter Advisor.
- 2) That the chapter's financial affairs be supervised by an active and effective Board of Control, House Corporation, or other alumni group.
- 3) That the chapter be visited regularly by its district or province officer and by officials of its national fraternity.
- 4) That information concerning the activities of committees, financial conditions, and pledge requirements be shared with all those individuals in the chapter that this information affects or interests.
- 5) That recognition be given to all individuals in the fraternity for unusual efforts exerted, honors won, or work performed well.

The investigation revolved around a comparison of each chapter's operation with this ideal standard.

Quartile analysis

Approximately twenty-two questions were asked each chapter concerning the performance of the actuating function. Not all questions dealt specifically with managerial practices; some supplied supplementary data about the practices in question. Each question is discussed here, with detailed results presented on pages 168-173.

The following questions dealt with the amount of supervision apparent in the operation of the social fraternities studied:

How many years has your Chapter Advisor held his position?--The Chapter Advisor is often considered to be an important individual in a social fraternity and is thought to be influential in the achievement of

success. The Chapter Advisor appears to be an important catalyst in effecting continuity of leadership and consistent performance over a period of years. With a substantial part of the leadership of a social fraternity changing each year and with a complete membership turnover of the undergraduate organization every four years, the Chapter Advisor becomes the organization's link between the past and the future. Except for those aspects of organizational structure to insure continuity that were discussed in the preceding section, the task of insisting that successful practices be perpetuated and disastrous mistakes avoided falls largely upon the Chapter Advisor.

The assumption that the Chapter Advisor can provide this continuity rests first on his effectiveness or competence, but it also depends upon the Advisor's remaining in his position long enough to span more than one turnover of leadership within the organization.

In chapters of Tau Kappa Epsilon Fraternity, the undergraduate chapter nominates a Chapter Advisor, the nomination being approved by the Executive Secretary of the national organization.³ The chapter re-elects its Advisor or nominates a new one in April of each year. However, in actual practice, if a chapter is pleased with its Advisor, he may be re-nominated each year without any election being held or vote taken. These practices of choosing and retaining an Advisor are typical of all national fraternities.

³Chapter Advisor Manual (Indianapolis, Indiana: Tau Kappa Epsilon Fraternity, 1964), p. 1.

Only three chapters reported that they had no Advisor, but fifteen, or 20.8%, noted that their current Advisor was new--had held his position for less than one year. The largest percentage (41.7%) of the chapters studied, however, had an Advisor with more than three years of experience, a length of time considered by the writer to be essential for providing continuity and achieving an influential position in the operations of the chapter. The percentage of chapters having an Advisor with more than three year's experience increased steadily as one moved up the success scale from quartile four to quartile one.

In view of this trend, it was speculated that the presence of an experienced Chapter Advisor was significantly different for chapters on different levels of success. Chi-square confirmed the correctness of this speculation. The computed value was 9.173, a ratio in excess of the .05 value for two degrees of freedom. The null hypothesis was rejected.

How often does the Chapter Advisor attend chapter meetings?--

National fraternities advocate that Advisors to undergraduate chapters visit their chapters at least once each calendar month during the school year and attend as many chapter meetings as possible.⁴ By attending chapter meetings the Advisor stays well informed as to the activities of the organization and, also, indicates his willingness to assist and advise the chapter.

There might be some danger from "over exposure" of the Chapter Advisor through very frequent attendance at meetings. However, the

⁴ Ibid., p. 4.

writer felt that this depended more upon the abilities, competence, and character of the Advisor than upon the interval of meeting attendance. Therefore, the writer considered frequency of attendance to be desirable. The frequency with which Advisors attended meetings of the undergraduate chapter varied widely for different chapters. The most prevalent interval was two or three times per month, but this answer was reported by only 25.4% of the chapters.

The percentages of chapters in each quartile who reported that their Advisor attended all chapter meetings increased as one moved up the success scale; likewise, the percentage of chapters noting that their Advisor never or very rarely attended chapter meetings increased as one moved down the success scale.

However, the frequency of meeting attendance by the Advisor was not significant for different levels of success. Chi-square equaled 4.930, less than the critical value for four degrees of freedom. The null hypothesis was accepted.

How effective is your Chapter Advisor?--The effectiveness of a Chapter Advisor is probably best measured by the degree of improvement or progress made by the chapter under his tutelage, although it is possible that a chapter may have made progress in spite of, rather than because of, its Advisor.

It was felt that some insight could be gained into the effectiveness of the Chapter Advisor by asking the president of the undergraduate group to rate the Advisor's effectiveness, since this effectiveness might be greatly affected by the chapter's perception of the Advisor's ability.

The writer expected the answers given to this question to be somewhat conservative. Such was the case, for 44.4% of the chapters rated the Advisor as being "moderately effective." Lesser percentages noted that the Advisor was "very effective" or "not effective."

It is possible that some of the less successful chapters might have attempted to justify their lack of success by pointing to the ineffectiveness of their Advisors; however, this does not seem to have been the case, as the majority of the chapters in both the third and fourth quartiles indicated that their Advisor was "moderately effective."

For the above average success groups—both the first and second quartiles—a majority of the chapters rated their Advisor as being "very effective." A combined total of only four chapters in the below-average success categories had an Advisor that was "very effective."

The chi-square analysis noted that this difference in the effectiveness of the Chapter Advisor for different success levels was significant. Chi-square equaled 12.487, a ratio in excess of the critical value of 5.991. The null hypothesis was rejected.

How active or effective is your Board of Control or House Corporation?—In the chapters of Tau Kappa Epsilon Fraternity, it is required that each chapter have a Board of Control, composed of five or more alumni members of the fraternity, whose main function is to supervise the financial condition of the undergraduate chapter. It is also encouraged that the Board be incorporated and that it hold title to any real estate owned by the fraternity. In some cases the real estate might be administered by a separate House Corporation; however, even when this is

true, the Board of Control and the House Corporation are mostly composed of the same individuals.

For a chapter operating a house and serving meals to its members, fairly close scrutiny by a Board of Control may be necessary. This may include the requirement of monthly financial reports to the Board and examination of these financial statements; requirement for and approval of a formal financial budget; a determination and enforcement of provisions concerning non-payment of accounts by members; hiring and firing of chapter employees--cooks, etc.; and establishment of sinking funds to amortize long term debts. A common arrangement may be for the undergraduate chapter to pay the Board a specified sum each month; from this sum, the Board would make all mortgage payments on the real estate owned, as well as paying for insurance, property taxes, and repair and maintenance on house and property. In addition, building funds for the construction of new or modernization of old living facilities are usually accumulated from the funds remaining after payments have been made.

In chapters other than Tau Kappa Epsilon, some of the organizations had only a House Corporation whose sole function was the ownership and administration of the real estate, without any direct supervision of financial affairs. However, in these cases, the arrangement that the chapter pay the Corporation a sum sufficient to cover all costs of mortgage amortization, insurance, property taxes, and other related expenses was still fairly typical.

How effective the Board or Corporation is in supervising the financial affairs of the chapter and maintaining financial stability,

depends largely upon the business knowledge, experience, and competence of the individuals who compose the alumni group. This effectiveness could probably best be measured by the financial stability achieved by the chapter under the direction and guidance of the Board. In lieu of an attempt to make such a measurement, the writer asked the president of each chapter to rate its Board of Control or House Corporation as to how "active" it was in supervising financial conditions and maintaining financial stability.

Only twenty chapters, or 27.8%, thought that their Boards were "very active," with almost half of these chapters being in the top quartile of success. Approximately one-fourth of the chapters noted that their Boards were completely inactive or that they had no alumni group that provided financial assistance. The largest percentage of chapters giving this answer were located in the fourth quartile or least successful group. As might have been expected, the greatest number of chapters were somewhat conservative in their estimate of the activity or effectiveness of the Board. Approximately 46% said that their Boards were "moderately active."

Although it appeared that the more successful chapters tended to have a more active alumni supervisory group, the chi-square test did not reveal any significant difference. Chi-square equaled 2.161, less than the critical value. The null hypothesis was accepted.

How often does the alumni board meet?—In order to adequately supervise the financial affairs of an undergraduate chapter, an alumni board usually would meet on some regular basis. The frequency of these

meetings is apt to be a factor in how "active" the board is in supervising the operations of the chapter. Whether or not the board is engaged in any special projects could affect this factor.

The writer found that some boards who maintained close surveillance over the activities of the undergraduate groups found it necessary to meet at monthly intervals. At such a meeting the board was likely to scrutinize the financial statements for the previous month as well as handling any special problems that had arisen. Other boards might meet only at the beginning of a school year to examine and approve the financial budget for the year and at the end of each semester or quarter to compare expenditures with budgeted amounts.

When a board was engaged in a special project--such as securing improved or new living quarters for the chapter--it was typical that meetings were frequent, usually once a month with special meetings in addition.

Although the most frequent interval reported by the chapters interviewed was "once a month," it was by no means dominant, for only 36.1% of the chapters gave this answer. "Once a month" was the favorite frequency among chapters in both the first and third quartiles; on the other hand, the largest number of chapters in the second quartile reported that their board met less than three times a year. Among the least successful fraternities, 57.1% remarked that they either had no board at all or that the board only rarely met.

Chi-square analysis indicated that the differences in the frequency of alumni board meetings for chapters on different success levels was not

significant. The computed ratio of 2.589 was less than the critical ratio; henceforth, the null hypothesis was accepted.

How often does a member of the alumni board attend an undergraduate chapter meeting?—Occasionally a member of the alumni board—other than the Chapter Advisor, who is an ex-officio member of the Board of Control for all TKE chapters and is likely to be a member of the board in other national fraternities as well—might attend meetings of the undergraduate chapter. Attendance at these meetings gives the board member better insight into the operations of the chapter and the thinking of its members.

Such a practice was found to be uncommon, nevertheless, as 58% of the chapters said that a member of the alumni board "never or very rarely" attended an undergraduate chapter meeting. An additional 5.8% noted that one or more members of the board would attend a meeting about once a year. Only 36.2% remarked that a board member would attend undergraduate meetings as often as once a semester.

The largest percentage of the chapters reporting this most frequent interval were located in the top quartile of success. Chi-square analysis, however, failed to note any significant difference in the answers given to this question by chapters on different success levels. Chi-square equaled only .259, much below the critical value. The null hypothesis was accepted.

Do members of the undergraduate chapter attend alumni board meetings?—As this was an optional question, only forty-five chapters supplied answers. Of those chapters who answered this query, a large

majority (82.2%) indicated that undergraduate chapter members did attend the meetings of the alumni board.

A typical answer was that the president and the treasurer of the undergraduate chapter attended the board meetings--the treasurer presenting financial statements and the president informing the board about overall chapter programs and activities.

However, it was noted that the alumni board occasionally held an open meeting to which all members of the undergraduate chapter were invited. In addition, other meetings might be held with all the officers rather than just the president and treasurer. Nevertheless, it should be noted that an alumni board could be expected to stage some closed meetings from which all undergraduates were excluded.

The differences in the answers to this question were not significant for chapters of varying success. Chi-square equaled only .657; the null hypothesis was accepted.

How often are you visited by your province or district officer?--

Each of the national organizations whose chapters were studied had a district or province official in its organizational structure. This district officer--commonly called a province supervisor, province chief, district president, or section chief--had as his major function the inspection, supervision, and motivation of the undergraduate chapters in a defined geographical area. How often the district official visits each chapter in his area is often a factor of distance, time, and inclination. He may be encouraged to visit each chapter as much as possible, with a minimum suggested visitation frequency of once or twice yearly.

The most popular interval of visitation noted was once or twice yearly, the answer for 44.4% of the chapters interviewed. The interval was most popular in the third and fourth quartiles of success. Of the top quartile chapters 50% reported receiving three or more visits a year, while the largest number of second quartile groups noted that they received no visitation. It was interesting to note that 23.6% of the chapters reported that they received no visits from their district official of the national fraternity or that there was currently no district officer in existence.

The differences in the answers supplied to this question were virtually nil for chapters on different levels of success. Chi-square equaled only 1.216, with the null hypothesis being embraced.

How often are you visited by a representative of the National Fraternity?—Most of the national fraternities whose chapters were studied employed field supervisors or secretaries who visited undergraduate chapters for purposes of inspection and motivation. In other instances, national officers and other administrative officials of the national organization visited undergraduate chapters. Since these officials might visit a chapter for only a short time and at infrequent intervals, their supervision and assistance were designed to supplement that of the province or district officer.

The most frequent visitation interval mentioned was once or twice yearly, the answer of 72.2% of the chapters studied. Only 12.5% of the chapters noted that they received more than two visits a year, with all but one of these chapters being in the below-average success groups.

Likewise, only eleven chapters remarked that they received less than one visit a year from a representative of their national organization. Three reported that they received no visitation. All of these chapters were rated in the above-average success categories.

It appears then that the least successful chapters received the most frequent visitation from representatives of their national fraternities. Such a visitation pattern is apt to be an overt one on the part of the national organization. The least successful chapters obtain the greatest amount of visitation and assistance primarily because their need for it is perceived to be greater.

The chi-square test indicated that a very significant difference in favor of the below average success groups existed. The compiled ratio was 10.843, much greater than the critical value. The null hypothesis was rejected.

In the preceding nine questions, the writer has investigated the supervisory phase of the managerial function of actuating. The questions have dealt mainly with the "quantity" or extent of the supervision. It is recognized that the "quality" or effectiveness of these supervisory efforts is of equal or greater importance. As was remarked earlier, the effectiveness of the supervisor might best be measured by the progress or advancement made by the undergraduate chapter during the period for which the supervision applies. However, the difficulty in determining the proportionate contribution to this improvement by each of the groups involved in the supervisory task is apparent. It is felt that the information as

to the extent of supervision, although less desirable, is most accessible and useful.

The remaining questions discussed here are concerned primarily with the motivating phase of the actuating function.

How many standing committees do you have?--Although a certain number of standing or permanent committees may be recommended by its national organization, the writer found that the number varied in actual practice, depending upon the size and inclination of the chapter.

The largest percentage (34.7%) of chapters noted that they maintained from five to nine standing committees. However, 30.6% reported that they had ten or more committees, while 23.6% remarked that their standing committees numbered only one to four.

Eight, or 11.1%, of the chapters said they used no standing committees. In these cases, each individual had a responsibility and merely attempted to get others to help if he needed assistance. Or if committees were necessary they were created for a special purpose and disbanded after the mission was accomplished.

There appeared to be no difference between chapters on different levels of success as to the number of standing committees they had. The chi-square analysis okayed this observation, as the computed ratio was only .776. The null hypothesis was accepted.

Do you have any special committees?--In addition to its regular standing committees, a chapter might have some special committees--groups usually created to plan and implement special projects that do not come under the jurisdiction of a standing committee.

Eighty percent of the chapters answering this question noted that they used such special committees at one time or another. The positive answers seemed to be fairly evenly distributed among the four quartiles, with maybe a slight tendency toward a higher percentage in the above-average success groups.

The chi-square did not indicate any significant difference. The computed ratio of 1.456 was less than the critical value of 3.841. The null hypothesis was accepted.

Do the committee heads give a report at each chapter meeting?--

One of the ways to motivate members of an organization toward the achievement of objectives is thought to be the sharing of information concerning activities in which they are interested. This principle of management has been stated: "The more that information is shared with employees, the greater the feeling of belongingness and the resulting productivity."⁵

A requirement of regular reporting by committee heads might also be regarded as an insistence upon accountability for the responsibility assigned to an individual as chairman of a committee. Viewed from this angle, regular reports are desirable. Since the activities of committees are likely to affect and interest all members of the organization, regular reporting by the committee chairmen might be considered desirable from this view as well. A typical procedure might be for the committee head to report to the assembled members at each weekly chapter meeting.

⁵Hay, op. cit., p. 23A.

Approximately 40% of the chapters claimed that committee heads reported to the chapter each week, while 54% said that committee reports were given on an irregular basis—i.e., that not all of the committees reported each week. No reports were given by committees in 5.6% of the chapters.

The irregular reporting pattern dominated in every quartile except the second, where the regular and irregular reporting procedures were used by an equal number of chapters, and the fourth quartile, where answers were split evenly between irregular and no reporting. Some chapter presidents expressed the opinion that committees should not report unless they have something of special interest to reveal and that many of the standing committees were inactive and, therefore, did not have anything to report.

The extent to which information was shared about committee activities—whether on a regular or irregular basis—did not appear to differ greatly for chapters on different levels of success. Chi-square equaled only .946, well below the critical value, and the null hypothesis was accepted.

Are the committee reports written?—Some chapters required that all committee reports be written by the committee head in order to insure greater permanence and understandability of the information disseminated. Although delivered orally to the members of the chapter, the report in written form was presented to an officer of the fraternity—usually the secretary or vice-president—who maintained a copy of all committee

reports or they were retained by the committee head and kept in a file that he passed to his successor in office.

Although the desirability of having written reports was perceived by a number of fraternity officers, only 12.5% of the chapters noted that all committee reports were written. On the other hand, 40.3% did reveal that some reports were written—a few on a regular basis and others intermittently. The largest percentage of chapters (47.2%), however, said that no committee reports were presented in written form.

The actual frequency of answers for chapters on two levels corresponded perfectly with the expected frequency; therefore, chi-square equaled zero. No difference is deemed to exist between chapters at different points on the success scale as to whether or not committee reports were written.

Are copies of minutes of chapter meetings given to the alumni board?—The writer thought that a useful sharing of information would be to have the secretary of the undergraduate chapter duplicate copies of the minutes of each regular chapter meeting and send them to each member of the alumni Board of Control or House Corporation. It was felt that such a technique might not only keep the board members better informed of chapter activities but might also create a feeling of belongingness and willingness to participate on the part of the members of the alumni group.

Only three chapters, however, noted that such a practice was followed. Of these three groups, two were rated in the second quartile

of success while the remaining one was located in the last or fourth quartile.

The chi-square analysis could not be performed because of the small number of positive responses.

How often are written financial reports made to the chapter?—

Complete disclosure of financial information to all members of an organization might in theory appear desirable. However, several leaders of social fraternity chapters disagreed with this premise. It was felt that such disclosure—especially if it concerned the amount of cash on hand or the amount of "profits" made or money saved—would be disastrous.

This feeling prevailed primarily when financial conditions were good. It was believed that disclosure of this information would make expense control measures and the accumulation of funds for expenditure in later periods even more difficult. Almost the only time dissemination of financial data was deemed desirable was when financial conditions were bad—the disclosure being used as a "scare" technique to effect better expense control and more rapid payment of accounts receivable by members.

This view was held by almost 17% of the chapters surveyed; however, a large proportion of these chapters were rated in the below-average success groups.

Over half (51.4%) of the chapters reported, nevertheless, that written financial statements were drafted each month with a copy of the financial report being posted on the bulletin board or made available to all members who desired to see it. In such cases, copies of the financial report might be sent to the alumni board as well as the central

office of the national fraternity. Oral reports concerning financial conditions were made to the chapter at more frequent intervals, sometimes as often as weekly.

The largest proportion of the chapters making monthly financial statements were located in the above-average success categories.

In the remaining chapters (31.9%), written financial reports were made only at the end of each semester or school year. In these cases, also, copies were usually sent to the alumni board, national fraternity, and even college administrators. Copies were made available to members who desired to have the information.

The difference in the degree to which this information was shared was significant for different levels of success. Chi-square was 7.248, a ratio greater than the critical value of 5.991. The null hypothesis was rejected. It can, therefore, be said with 99% confidence that the more successful chapters shared more financial information with their members than did the less successful chapters.

Are the pledge policies and rules written?—Chapters are typically advised by their national organization as well as school authorities to formulate a written pledge policy—a statement listing all the rules pledges of the fraternity are expected to obey as well as general policies that apply to all pledges. Such a technique serves as a planning device but also insures greater permanence and understandability of the rules and adopted policies.

The majority of chapters seemed to agree that having a written outline of the pledge training program was desirable. Approximately 68%

of the chapters indicated that their pledge rules and policies were written, with the affirmative answer dominating in each quartile of success.

For this question the actual and expected frequencies of answers on different levels of success were the same; chi-square equaled zero. The null hypothesis of no significant difference was accepted.

Are copies of the pledge policies and rules distributed to all pledges?—In addition to putting its pledge policy into written form, a chapter might also duplicate this written statement for dissemination to all pledges. A typical procedure used was to present each pledge at the beginning of his pledgeship with a written copy of all the rules and policies he was asked to obey as well as an outline of the training program he was to follow.

Where the pledge policies were written and distributed to each pledge, all members who were interested usually could obtain a copy. This practice tended to disseminate understanding and knowledge of what pledge rules were in effect and what program was being followed. The statement might even be printed in booklet form and called a subsidiary pledge manual.

Such a program of information sharing might well produce beneficial results through a greater degree of understanding of policies by members of the pledge class and a greater feeling of security in knowing what was demanded or expected of them. Only 44.4% of the chapters surveyed, however, were distributing their pledge policy to all members of the pledge class. A slightly larger percentage of these chapters were

located in the above-average success groups. An additional 18.1% of the chapters noted that, although copies of the pledge rules were not reproduced and distributed to all pledges, the written statement was posted on the bulletin board where it could be viewed by all members and pledges.

The remaining 37.5% represents those chapters who did not have a written pledge policy, since to be distributed the policy would by necessity be written, or did not distribute or post this information. Among these chapters, the writer sometimes perceived an attitude that it was more "fun" to keep the pledges uninformed as to what rules and policies applied to each member of the pledge class. It also appeared that the majority of these chapters were rated in the below-average success categories.

The chi-square test, however, revealed no significant difference. The computed ratio was .568, less than the .05 value of 5.991 for two degrees of freedom. The null hypothesis was accepted.

What awards are given to recognize members and pledges for special accomplishment?—A principle of management concerning the performance of the actuating function is: "The more that an individual is recognized for his efforts, the more productive he will become."⁶

The writer attempted to evaluate this principle by investigating the extent to which this recognition was provided by the award system. Each chapter was quizzed as to whether or not it had awards for outstanding development during pledgship, superior scholastic achievement,

⁶ Ibid., p. 23A.

scholarship improvement, athletic accomplishment, or general service to the fraternity by a graduating senior. Each chapter was also asked if any awards, in addition to the others mentioned, were given.

The most popular awards among the chapters interviewed were:

1) An Honor Pledge or Top Pledge award, usually bestowed at the initiation of a pledge class, given to the pledge who best exemplified the profile or conduct of an "ideal" pledge during his training period. In some cases this award was based wholly or partially upon the grade average made by the pledge during his semester of pledgship. This award was given by 69.4% of the chapters.

2) An Outstanding Member or Top Senior award given annually to the graduating senior who has made the greatest contribution to the fraternity during his collegiate career or who best exemplified the ideals of the fraternity. The winner of this award, in many cases, became eligible for competition for a similar award from the national fraternity. The Top Senior award was given by 62.5% of the chapters.

3) An award for top scholarship, a trophy or plaque presented to the member or pledge who had the highest scholastic average for a semester or year. This award was bestowed by 58.3% of the chapters surveyed.

An award for scholastic improvement--recognition to the member who raises his scholastic grade average the greatest number of points during a specified period--was given by only 25.0% of the chapters studied. Likewise, only 29.2% of the chapters reported that awards were given for athletic accomplishment--recognition to that individual or those individ-

uals who made the greatest contribution to the intramural athletic program of the chapter during a given period.

Approximately 29% of the chapters indicated that additional awards were given. Many of these dealt with scholarship, the most notable being the granting of certificates to all members who achieved a "B" average or better each semester. Some other awards were given for outstanding accomplishment in activities outside the fraternity--i.e., participation in campus affairs.

Chi-square analysis was conducted for answers given for each award to determine whether the use of the award was significantly different for chapters on different levels of success. A significant difference existed for only two awards--the scholarship improvement recognition devices and the category of "other awards."

Only eighteen chapters gave recognition for a scholarship improvement, but fifteen of these chapters were in the above-average success quartiles. A similar situation existed for the "additional awards," with only twenty-one noting that these extra awards were presented, but with seventeen of them being in the top two quartiles.

The null hypothesis was rejected for these two categories while being accepted for the others.

Does your chapter publish a newsletter?---The publication of a newsletter, either in printed or mimeographed form, may be expected to perform two basic functions: first, it provides a means of recognition for individuals in the chapter, and second, it shares information about the chapter and individual activities with persons outside the undergraduate chapter.

A newsletter would typically be mailed to all the alumni members of the chapter and might also be sent to all or some of the following groups: other chapters of the national fraternity, parents of each member and pledge of the chapter, college administrators, and other fraternities and sororities on campus.

A chapter was judged to have either 1) a regular newsletter (published at regular intervals without interruption), 2) an irregular newsletter (published on an intermittent basis), or 3) no newsletter.

Only 51.4% of the chapters surveyed had a regular newsletter; however, among the top quartile or most successful fraternities, this percentage rose to 86.4%. An irregular newsletter was reported by 23.6% of the chapters, while 25.0% noted that no newsletter was published. The percentage of chapters having no newsletter increased steadily as one moved down the success scale from the first to the fourth quartile.

Chi-square analysis indicated that the difference in the utilization of this practice by chapters with different degrees of success was significant. The computed ratio was 11.182, greater than the critical value of 5.991. The null hypothesis was rejected. It can then be stated with 95% confidence that the more successful chapters publish a newsletter on a more regular basis than do the less successful chapters.

How often is the newsletter published?—The favorite interval for publication of a newsletter was once or twice yearly, the answer given by 47.4% of the chapters. Only 22.7% noted that their newsletters were published more than twice a year, while 30.6% reported that they either had no newsletter or that it was published at some interval longer than

TABLE 15

RESULTS OF SURVEY QUESTIONS CONCERNING ACTUATING

Questions	Top Quartile		Second Quartile		Third Quartile		Fourth Quartile		Total	
	#	%	#	%	#	%	#	%	#	%
I. <u>Supervising:</u>										
1. How many years has your current Chapter Advisor held his position? *										
A. More than three years.....	14	63.6	9	47.4	6	25.0	1	14.3	30	41.7
B. One-three years.....	7	31.8	5	26.3	9	37.5	3	42.9	24	33.3
C. Less than one year.....	1	4.5	4	21.1	8	33.3	2	28.6	15	20.8
D. Have no advisor.....	0	0.0	1	5.3	1	4.2	1	14.3	3	4.2
2. How often does your Chapter Advisor attend chapter meetings?										
A. Attends all.....	6	27.3	4	21.1	3	13.0	0	0.0	13	18.3
B. Two or three per month.....	4	18.2	3	15.8	8	34.8	3	42.9	18	25.4
C. One a month.....	3	13.6	6	31.6	2	8.7	1	14.3	12	16.9
D. Several times yearly, but less than one a month.....	6	27.3	3	15.8	5	21.8	1	14.3	15	21.1
E. Never or very rarely.....	3	13.6	3	15.8	5	21.8	2	28.6	13	18.3
F. No answer.....	0	0.0	0	0.0	1	0.0	0	0.0	1	0.0
3. How effective is your Chapter Advisor? *										
A. Very effective.....	12	54.5	9	47.4	3	12.5	1	14.3	25	34.7
B. Moderately effective.....	6	27.3	8	42.1	14	58.3	4	57.1	32	44.4
C. Not effective.....	4	18.2	2	10.5	7	29.2	2	28.6	15	20.8

TABLE 15 - Continued

Questions	Top Quartile		Second Quartile		Third Quartile		Fourth Quartile		Total	
	#	%	#	%	#	%	#	%	#	%
4. How actively does your Board of Control or House Corporation supervise chapter operations?										
A. Very active.....	9	40.9	4	21.1	7	29.2	0	0.0	20	27.8
B. Moderately active.....	7	31.8	9	47.4	14	58.3	3	42.9	33	45.8
C. Inactive or no board.....	6	27.3	6	31.6	3	12.5	4	57.1	19	26.4
5. How often does the alumni board meet?										
A. Once a month or more.....	8	36.4	4	21.1	11	45.8	3	42.9	26	36.1
B. 3-6 times a year.....	5	22.7	3	15.8	5	20.8	0	0.0	13	18.1
C. Less than three times a year..	4	18.2	8	42.1	6	25.0	0	0.0	18	25.0
D. Meets very rarely or no board exists.....	5	22.7	4	21.1	2	8.3	4	57.1	15	20.8
6. How often does a member of the alumni board attend undergraduate chapter meetings?										
A. Once a semester or more.....	10	47.6	6	31.6	8	36.4	1	14.3	25	36.2
B. About once a year.....	0	0.0	1	5.3	3	13.6	0	0.0	4	5.8
C. Never or very rarely.....	11	52.4	12	63.2	11	50.0	6	85.7	40	58.0
D. No answer.....	1	0.0	0	0.0	2	0.0	0	0.0	3	0.0
7. Do members of the undergraduate chapter attend board meetings?										
A. Yes.....	12	79.9	12	92.3	11	73.3	2	100.0	37	82.2
B. No.....	3	20.0	1	7.7	4	26.6	0	0.0	8	17.8
C. No answer.....	7	0.0	6	0.0	9	0.0	5	0.0	27	0.0

TABLE 15 - Continued

Questions	Top Quartile		Second Quartile		Third Quartile		Fourth Quartile		Total	
	#	%	#	%	#	%	#	%	#	%
8. How often are you visited by your province or district officer?										
A. Three or more times a year....	11	50.0	4	21.1	7	29.2	1	14.3	23	31.9
B. One-two times a year.....	9	40.9	7	36.8	11	45.8	5	71.4	32	44.4
C. No visits or no officer.....	2	9.1	8	42.1	6	25.0	1	14.3	17	23.6
9. How often are you visited by a representative of your national fraternity? *										
A. More than twice a year.....	0	0.0	1	5.3	4	16.7	4	57.1	9	12.5
B. One-two times a year.....	15	68.2	14	73.7	20	83.3	3	42.9	52	72.2
C. Less than once a year or no visitation.....	7	31.8	4	21.1	0	0.0	0	0.0	11	15.3
II. <u>Motivating:</u>										
1. Do committee chairmen give a report at each chapter meeting?										
A. All chairmen report.....	10	45.5	9	47.4	9	37.5	1	14.3	29	40.3
B. Reporting done on irregular basis.....	12	54.5	9	47.4	15	62.5	3	42.9	39	54.2
C. No reporting or no committees.	0	0.0	1	5.3	0	0.0	3	42.9	4	5.6
2. How many standing committees do you have in operation?										
A. 10 or more.....	8	36.4	4	21.1	9	37.5	1	14.3	22	30.6
B. Five to nine.....	8	36.4	6	31.6	8	33.3	3	42.9	25	34.7
C. One to four.....	6	27.3	5	26.3	6	25.0	0	0.0	17	23.6
D. No standing committees.....	0	0.0	4	21.1	1	4.2	3	42.9	8	11.1

TABLE 15 - Continued

Questions	Top Quartile		Second Quartile		Third Quartile		Fourth Quartile		Total	
	#	%	#	%	#	%	#	%	#	%
3. Do you have any special committees?										
A. Yes.....	18	90.0	15	78.9	20	83.4	3	42.9	56	80.0
B. No.....	2	10.0	4	21.1	4	16.7	4	57.1	14	20.0
C. No answer.....	2	0.0	0	0.0	0	0.0	0	0.0	2	0.0
4. Are the committee reports written?										
A. Some or all are written.....	11	50.0	11	57.9	13	54.2	3	42.9	38	52.8
B. Not written or no reports.....	11	50.0	8	42.1	11	45.8	4	57.1	34	47.2
5. Are copies of the minutes of chapter meetings given to alumni board?										
A. Yes.....	0	0.0	2	10.5	0	0.0	1	14.3	3	4.2
B. No.....	22	100.0	17	89.5	24	100.0	6	85.7	69	95.8
6. How often are written financial reports made to the chapter, alumni board, or national fraternity?*										
A. Monthly reporting.....	15	68.2	10	52.6	9	37.5	3	42.9	37	51.4
B. Irregular reporting (yearly, semesterly, or only orally)...	5	22.7	8	42.1	9	37.5	1	14.3	23	31.9
C. No financial reports.....	2	9.1	1	5.3	6	25.0	3	42.9	12	16.7
7. Are your pledge policies and rules written?										
A. Yes.....	16	72.7	12	63.2	15	62.5	6	85.7	49	68.1
B. No.....	6	27.3	7	36.8	9	37.5	1	14.3	23	31.9

TABLE 15 - Continued

Questions	Top Quartile		Second Quartile		Third Quartile		Fourth Quartile		Total	
	#	%	#	%	#	%	#	%	#	%
8. Are copies of the pledge rules and policies distributed to the pledges?										
A. Yes.....	10	45.5	9	47.4	10	41.7	3	42.9	32	44.4
B. Not distributed, but posted....	5	22.7	3	15.8	2	8.3	3	42.9	13	18.1
C. No.....	7	31.8	7	36.8	12	50.0	1	14.3	27	37.5
9. Which of the following awards do you now present annually?										
A. Outstanding pledge.....	14	63.6	14	73.7	18	75.0	4	57.1	50	69.4
B. Outstanding scholarship.....	13	59.1	11	57.9	16	66.7	2	28.6	42	58.3
C. Scholarship improvement.....*	9	40.9	6	31.6	2	8.3	1	14.3	18	25.0
D. Athletic accomplishments.....	10	45.5	4	21.1	7	29.2	0	0.0	21	29.2
E. Outstanding Senior or member...	14	63.6	12	63.2	13	54.2	6	85.7	45	62.5
F. Other awards.....*	10	45.5	7	36.8	6	25.0	0	0.0	21	29.2
10. Does your chapter publish a newsletter?										
A. Regular newsletter.....*	19	86.4	9	47.4	9	37.5	0	0.0	37	51.4
B. Irregular newsletter.....	2	9.1	5	26.3	8	33.3	2	28.6	27	23.6
C. No newsletter.....	1	4.5	5	26.3	7	29.2	5	71.4	18	25.0
11. How often is the newsletter published?										
A. More than twice yearly.....	8	36.4	3	15.8	5	20.8	0	0.0	16	22.2
B. One or two times yearly.....	13	59.1	9	47.4	11	45.8	1	14.3	34	47.2
C. Less than one a year or none...	1	4.5	7	36.8	8	33.3	6	85.7	22	30.6

TABLE 15 - Continued

Questions	Top Quartile		Second Quartile		Third Quartile		Fourth Quartile		Total	
	#	%	#	%	#	%	#	%	#	%
12. Does the newsletter contain information about the alumni of the chapter?										
A. Large amount of alumni news...	10	45.5	4	22.2	4	22.2	1	50.0	19	31.7
B. Small amount of alumni news...	4	18.2	6	33.3	9	50.0	0	0.0	19	31.7
C. No alumni news.....	8	36.4	8	44.4	5	27.8	1	50.0	22	36.7
D. No answer.....	0	0.0	1	0.0	6	0.0	5	0.0	12	0.0
13. Does the newsletter contain information about the members and pledges of the chapter?										
A. Yes.....	19	86.4	14	77.7	16	94.1	2	100.0	51	86.4
B. No.....	3	13.6	4	22.2	1	5.9	0	0.0	8	13.6
C. No answer.....	0	0.0	1	0.0	7	0.0	5	0.0	13	0.0
*Significant difference exists for answers to these questions.										

one year. The more successful chapters appeared to publish newsletters at more frequent intervals, as the percentage of chapters publishing a newspaper at a frequency of greater than two per year increased as one moved up the success ladder from the fourth to the first quartile.

This difference was deemed to be significant. Chi-square equaled 6.790, slightly more than the critical value of 5.991. The null hypothesis, therefore, was rejected.

Does the newsletter contain news about the alumni of the chapter?--

One of the functions of a chapter newsletter might be the transmission of news about alumni members to other alumni members. However, this function did not appear to be universally recognized. Only 31.7% of the chapters reported that the newsletter contained any substantial amount of "alumni news." An additional 31.7% indicated that some news about alumni was included. However, 36.7% of the chapters who answered this question stated that the newsletter contained no alumni news.

The extent to which the newsletter contained alumni news was not significantly different for chapters on different levels of success. Chi-square was computed to be 3.223, a ratio less than the critical value. The null hypothesis was accepted.

Does the newsletter contain news about members and pledges of the chapter?--The basic purpose of the newsletter as a recognition device would be to include extensive news about members and pledges of the chapter. This purpose was recognized and fulfilled by 86.4% of the chapters who supplied an answer to this question. Only eight chapters, or 13.6%, noted that the newsletter was solely a medium to transmit alumni news.

Chi-square analysis indicated no significant differences in the answers to the question by chapters of varying success. The computed ratio was only .765. The null hypothesis was accepted.

Regression analysis

The managerial practices concerned with effecting a degree of supervision over fraternity operations and providing a measure of motivation toward the accomplishment of objectives were subjected to regression analysis to determine the nature and degree of the relationship these practices had with success for the groups studied.

The regression coefficients, their respective t-values, and the correlation coefficients of each practice are presented on the next page.

In conducting the analysis, the sub-functions of supervising and motivating were considered separately, each sub-function being a sum of the various practices studied under this classification. Of the two, the sub-function of motivating appeared to be of greater importance in contributing to a positive change in success. The overall effect of supervising on success appeared to be insignificant while the relationship between the activity of providing motivation and the achievement of success was significant at the .05 level.

Looking at the supervisory sub-function more closely, it can be seen that the analysis measured the relationship between success and supervision performed by four groups or individuals--the Chapter Advisor, the Board of Control or other alumni group, the province or district officer, and the national fraternity. Of the groups, the supervision performed by the Chapter Advisor appeared to be most closely related to

success, the relationship being positive and significant at the .05 level. In fact, the analysis of supervision provided by the other three groups revealed insignificant or negative relationships.

TABLE 16

REGRESSION AND CORRELATION COEFFICIENTS FOR MANAGERIAL
PRACTICES OF ACTUATING

<u>Practice</u>	<u>b</u>	<u>t</u>	<u>r</u>
A. SUPERVISING.....	.13952	.92122	.11023
1. Supervision by Chapter Advisor....	.66032	3.45134	.39101
a. Number of years experience.....	.87039	1.90915	.29584
b. Number of meetings attended....	.86287	1.43291	.22641
c. Effectiveness rating.....	- .53409	- .74077	-.11931
2. Supervision by Board of Control...	- .62808	-2.72193	-.31769
a. Number of meetings held.....	- .59725	-1.16703	-.18601
b. Activeness of supervisory role.	.12173	.18676	.03028
3. Supervision by Province Officer...	.00532	.07770	.01260
4. Visitation by National Fraternity.	-1.7420	-1.6239	-.25474
B. MOTIVATING.....	.50260	3.96429	.42538
1. Information sharing.....	.34868	1.34277	.163071
a. Committee reports.....	.56579	.67087	.10819
b. Financial reports.....	.64863	1.54397	.24296
c. Pledge policies.....	- .13099	- .30382	-.04923
2. Providing recognition.....	.56608	4.13248	.45339
a. Awards.....	.32889	1.58996	.24975
b. Newsletter.....	- .15440	- .54246	-.08766

Supervision by the province officer demonstrated a positive but very insignificant relationship with success. Supervision by both the Board of Control and the national fraternity produced negative results,

the former being significant at the .05 level and the latter at the .20 confidence interval.

A view of the individual aspects of supervision performed by the Chapter Advisor revealed that the number of years of experience of the Advisor had a positive relationship that was significant at the .10 level and that the number of chapter meetings attended produced a positive relationship at the .20 level of significance. The relationship between the chapter's rating of the Advisor's effectiveness and the success score was negative, but not significant.

Concerning the supervision supplied by the Board of Control, the relationship appeared to be negative between the success score and the number or regularity of board meetings, while a positive coefficient appeared for intensity of activeness of the supervisory role assumed by the board. However, the relationship was not significant in either case.

Within the sub-function of motivating, both the practice of information sharing and the activity of providing recognition possessed significant positive relationships with success. However, the provision of recognition appeared to be most important, having a relationship that was significant at the .05 level of confidence; information sharing was significant at the .20 level.

The recognition device with the highest positive coefficient was the presentation of individual awards, with the result of recognition via newsletter being negative and insignificant.

The most important type of information that was shared appeared to be financial reports, the relationship between the dissemination of

this information and the success score being significant at the .20 level of confidence. The analysis of the sharing of information concerning committee activities and pledge policies revealed insignificant relationships with success, the former being positive and the latter negative.

Summary

The chi-square analysis revealed that the use of the following practices and the presence of the following characteristics were significantly different for chapters on different levels of success: the number of years of experience of the Chapter Advisor and the chapter's rating of his effectiveness; the degree of supervision supplied by the national fraternity--the least successful chapters receiving the most supervision; the sharing of financial information with members of the organization; and the providing of recognition via individual awards--scholarship improvement being of most significance--and a regular newsletter.

The regression analysis discussed above indicated that most of the practices also had a significant positive relationship with success.

Considering both the chi-square and the regression analysis, it appeared that the managerial practices of actuating which contributed most toward the success of the organization were:

(1) The supervision supplied by the Chapter Advisor. The most important characteristic for the Advisor appeared to be experience, although the number of meetings attended and the perceived effectiveness of the Advisor were also noteworthy--being significant under either the chi-square or regression analysis.

(2) Motivation via the sharing of financial information and recognition in the form of individual awards, particularly those concerning scholarship improvement. The use of a regular chapter newsletter to provide recognition appeared to be of some importance, although its significance did not seem to be marked.

As was mentioned above, the sub-function of motivating appeared to be of greater significance than supervising in the performance of the actuating function.

Of these practices for which a significant negative relationship emerged, the most apparent was the supervision supplied by the national fraternity via a schedule of visitation. The negative relationship is not difficult to understand, as the administrative officials of a national fraternity are apt to schedule visitation most frequently to those chapters perceived to be least successful. The objective of such a supervisory pattern is usually to improve the competitive standing of the chapter through frequent visits of a supervisory and inspective nature. Therefore, the writer speculates that the relationship here was not causal--i.e., chapters were not unsuccessful because they were visited frequently, but that chapters were visited frequently because they were unsuccessful.

The supervision supplied by a Board of Control or other alumni body revealed a significant negative relationship with success, although the use of these practices by chapters on different levels of success was not significantly different. The writer speculates that a partial explanation for this relationship is that several of the chapters in the above-

average success groups, particularly those of national fraternities other than IXX, had no provision for such an organization in their organization structure and, therefore, received a zero rating in this category. However, this might indicate that the organization was able to achieve a position of success without the aid of alumni supervision in the form of a formal board. Whether the success of the chapter could have been improved with the assistance of such a supervisory body is debatable; the evidence of this study fails to support such an assertion.

The writer's investigation of the managerial factor of actuating appears to support the validity of the principles tested. The hypothesis posed by the writer--that an organization will be more effective in accomplishing its goals when its activities are supervised by someone at a level higher than the level at which the activities are performed--appeared to be substantiated when the supervision was supplied by the Chapter Advisor.

The principles of information sharing and recognition also seemed to have validity when applied to the operations of social fraternities, especially when the former was concerned with the dissemination of financial information and the latter referred to individual awards.

Coordinating

Coordinating consists of those activities that result in a harmonizing of thinking or "meeting of the minds" and a synchronizing of efforts toward the achievement of objectives. It involves communication of information about what has been done and what needs to be done to

reach stated goals and, therefore, usually requires group meetings of people concerned with goal achievement.

An ideal performance of this managerial function would represent such a synchronization of efforts or unification of thinking that all actions would be performed at the right time, at the right place, in the proper sequence, and in the correct amount--resulting in the achievement of goals as scheduled.

To perform the coordinating function in the operation of social fraternities, the writer felt that the following measures were needed:

- 1) A regular meeting of all the officers of the chapter. At such a meeting, preferably held weekly, each officer would report all information concerning past and future activities in his area of responsibility. Any conflicts or problems that had arisen in any area could then be discussed and a remedy sought.

- 2) A high degree of cooperation or unity of direction among the officers of the chapter. Officers working toward opposite goals or against each other would be expected to reduce the probability of the organization's achieving either of the objectives, while unity of direction among the leaders of the organization would be expected to increase the possibility of goal achievement.

- 3) A regular meeting of the chairmen of the various committees in the fraternity. With much of the work of the chapter being done by committees, such a meeting on a regular basis might reduce conflicts and problems between committees and result in a better performance of the coordinating function.

Our analysis of this managerial function dealt basically with these three managerial practices.

Quartile analysis

Nine questions were asked the chapters studied about the performance of the coordinating function, with all of the questions being concerned either directly or indirectly with the three managerial practices mentioned. Each question is discussed here, with a detailed presentation of the answers to each question appearing on pages 189-191.

How often are meetings of the officers of the chapter held?—

Approximately 61% of the chapters surveyed indicated that a meeting of the chapter officers was held each week. The meeting usually preceded the weekly chapter meeting, either by a few hours or one day. The percentage of chapters in each quartile having regular officers' meetings on a weekly basis increased as one moved up the success scale from quartile four to quartile one.

Thirteen chapters (18.1%) indicated that officers' meetings were held at a less frequent interval—bi-weekly or monthly—or were held on an irregular or called basis. Fifteen chapters (20.8%) noted that no officers' meetings were held, with four-fifths of these chapters being in the below-average success groups.

The above-average success chapters appeared to have officers' meetings on a more regular basis than did the below-average chapters. The chi-square analysis verified the correctness of this observation. Chi-square equaled 5.962, a ratio in excess of the .05 value for one

degree of freedom. A significant difference was, therefore, judged to exist and the null hypothesis was rejected.

Do all of the officers attend the meeting?—If they are to be effective in a coordinating role, all of the officers must regularly attend the officers' meetings.

For the large majority (71.0%) of the chapters, attendance of the officers at the meeting did not appear to be a problem or they indicated that all officers attended. However, it is interesting to note that twenty chapters—or 29% of the chapters who answered this question—remarked that attendance was a problem and that not all officers attended the meeting. The typical reply was that one or two officers were apt to be absent from each meeting.

The chapters in the top quartile of success had least trouble with attendance, with 81.8% claiming that all officers attended the meeting. However, there appeared to be little difference between the answers given for chapters at a different level of success. Chi-square was computed to be 1.171—less than the critical value. The null hypothesis was accepted.

What is the purpose of the officers' meeting?—The regular or irregular officer meetings might be staged for several purposes, some of which follow:

- 1) To set up agenda for the approaching chapter meeting, an outline of subjects to discuss, old and new business to transact, and legislation on which to vote.
- 2) To discuss problems that have arisen and communicate information about past and future activities of each of the officers.

3) To perform administrative tasks—select committees, make appointments, assign responsibility for special projects, make plans for future events, etc.

4) To evaluate chapter performance in several or all areas.

5) To attempt to solve special problems that had arisen.

The majority (59.7%) of the chapters studied said that a combination of the above purposes best described the reasons for the officers' meeting, while 19.4% listed only one of the above purposes. Fifteen of the chapters indicated that no officers' meeting was held.

In those chapters where officers' meetings were held on an irregular basis, the purpose of the meeting was often to solve a special problem that had arisen—the meeting being called for that specific reason.

A large percentage of the chapters in the above-average success classes indicated multiple purposes for their officers' meetings. However, whether the reasons for the officers' meeting were multiple or singular did not appear to be significant. Chi-square equaled only .426 and the null hypothesis was accepted.

What degree of cooperation would you as president say you are receiving or have received from the other officers?—To measure the extent of the "unity of direction" or cooperation prevailing in an organization among the leaders or officers would undoubtedly be a difficult task, as it would involve an estimate of the degree of harmonious thinking as well as acting. It was felt that the best insight into the degree of such unity could be obtained by asking the president of each fraternity chapter to evaluate the cooperation he had received or was receiving

from the other officers of the chapter—whether it was good, average, or poor.

Of the presidents who answered this question, a majority (52.2%) rated the cooperation that they received to be "good" with very few if any instances of a lack of unity of direction. The percentage of chapters giving this answer increased as one moved upward on the success scale from quartile four to one.

One-third of the chapter presidents judged the degree of cooperation to be "average," while ten chapters (14.9% of the chapters that supplied an answer) thought that the cooperation was "poor." All except one of the ten chapters with "poor" cooperation were located in the below-average success groups.

The difference in the perceived unity of direction between chapters on different levels of success was very significant. Chi-square equaled 16.922, a ratio much in excess of the initial value of 5.991 at the .05 level for two degrees of freedom. The null hypothesis was rejected.

Are meetings held between the chairmen of committees?—Very few chapters—only fourteen or 19.4%—reported that meetings between the chairmen of the various standing committees were staged on any regular basis. In a very few cases, these meetings were scheduled weekly or bi-weekly; however, more often they were held monthly or even only once or twice a semester.

In one chapter, all of the committee chairmen composed a separate body—called a junior board—that met on a weekly basis. The junior

board functioned not only to coordinate the activities of the various committees but also to recommend actions and legislation to the Executive Council (chapter officers). Another chapter had practically the same organizational setup, calling its body of committee chairmen a "cabinet." Both of these chapters were rated in the second quartile. None of the other chapters who held committee head meetings on a regular basis had such an advanced organizational arrangement for the committee chairmen. In seven chapters, all of the committee chairmen were also officers of the fraternity so that an officers' meeting was also a meeting of all committee heads.

One-third of the chapters were judged to use this managerial practice partially or on an irregular basis. Partial utilization might be in the form of 1) attendance at the regular officers' meeting by several of the committee chairmen, 2) situations where some of the committee heads were also officers, 3) a meeting of some of the committee heads on an irregular basis and, 4) the staging of some combined committee meetings.

The largest proportion (47.2%) of chapters, however, indicated that there were no efforts exerted toward the coordination activities via a meeting of the committee chairmen. Although the above-average chapter appeared to use this managerial practice to a greater extent than did the below-average success groups, the answer of "no meetings held" dominated in every quartile except the second, where it was tied with "partial or irregular use."

Chi-square analysis revealed little or no difference in utilization of this practice by chapters on different levels of success. The

computed value of chi-square was .942, less than the critical value. The null hypothesis was accepted.

Who presides over the meeting of the committee chairman?—Two-thirds of the chapters said that they either did not have a meeting of committee chairman or that, if they did, no one presided—i.e., they just "got together."

Where someone was assigned the responsibility of presiding over the meeting, it was generally the president or the vice-president of the chapter, the person designated by 17 of the chapters. In one case the social chairman performed the task and in another chapter the treasurer presided. In a few other instances, it was remarked that either the president or vice-president or one or more committee chairman might act as the presiding officer.

Twelve of the 17 chapters utilizing the president or vice-president as the presiding officer were rated in the above-average success categories. However, because of the small number of responses for each alternative answer, the chi-square test was not performed.

Do officers also serve as committee chairman?—As this question was not on the questionnaire form, answers were collected from only a limited number (31) of the chapters. Of the chapters who responded to this query, 58.1% noted that some committee chairman were also officers. However, only 22.6% said that all committee chairman were officers or vice versa.

In those chapters where all committee chairman were officers, an officer usually automatically became the committee head upon his election

to the office. For example, in some chapters, the sergeant at arms was automatically the social chairman and the secretary automatically the rush chairman.

In those chapters where all committee chairmen were officers, the typical philosophy expressed was that a "concentration of leadership" was desirable--i.e., that the managerial functions should best be performed by a small number of people.

Approximately 19% of the responding chapters stated that no committee chairmen were officers. All of the chapters were rated in above-average success groups. Since the above-average chapters tended to be larger in manpower, such a result might arise from having more men from whom to choose leaders. This is contrasted to a smaller chapter where, by necessity, some of the officers serve as committee chairman.

Chi-square was not computed for the answer to this question because of the small number of responses in each category.

How are committee heads selected?—This question was also a supplementary one, with responses being secured from only 32 chapters. Of the chapters who supplied answers, 71.9% noted that the committee heads were appointed either by the president of the chapter or the executive council (all officers). Five, or 15.6%, said that the chairmen were elected by the chapter.

One chapter stated that a committee was appointed by the president of the chapter and that the committee members selected their own chairmen. Three other chapters noted that some chairmen were appointed and others elected.

TABLE 17

RESULTS OF SURVEY QUESTIONS CONCERNING COORDINATING

Questions	Top Quartile		Second Quartile		Third Quartile		Fourth Quartile		Total	
	#	%	#	%	#	%	#	%	#	%
1. How often are meetings held between the officers of the chapter? *										
A. Weekly.....	18	81.8	12	63.2	12	50.0	2	28.6	44	61.1
B. Less frequently or on an irregular basis.....	2	9.1	6	31.6	3	12.5	2	28.6	13	18.1
C. No meetings.....	2	9.1	1	5.3	9	37.5	3	42.9	15	20.8
2. Do all of the officers attend?										
A. Yes.....	18	81.8	13	68.4	15	62.5	3	75.0	49	71.0
B. No.....	4	18.2	6	31.6	9	37.5	1	25.0	20	29.0
C. No answer.....	0	0.0	0	0.0	0	0.0	3	0.0	3	0.0
3. What is the purpose of the meeting of the officers?										
A. Plan agenda, discuss, administer, evaluate, etc.....	16	72.7	12	63.2	14	58.3	1	14.3	43	59.7
B. Only one of the above.....	4	18.2	6	31.6	1	4.2	3	42.9	14	19.4
C. No meeting held.....	2	9.1	1	5.3	9	37.5	3	42.9	15	20.8
4. What degree of cooperation are you as president receiving from your other officers? *										
A. Good.....	15	75.0	12	66.7	7	29.2	2	28.6	36	52.2
B. Average.....	4	20.0	6	33.3	12	50.0	1	14.3	23	33.3
C. Poor.....	1	5.0	0	0.0	5	26.3	4	57.1	10	14.5
D. No answer.....	2	0.0	1	0.0	0	0.0	0	0.0	3	0.0

TABLE 17 - Continued

Questions	Top Quartile		Second Quartile		Third Quartile		Fourth Quartile		Total	
	#	%	#	%	#	%	#	%	#	%
5. Are meetings held between the chairmen of committees?										
A. Chairmen meet regularly.....	4	18.2	5	26.3	4	16.7	1	14.3	14	19.4
B. Partially or irregularly.....	8	36.4	7	36.8	7	29.2	2	28.6	24	33.3
C. No meetings.....	10	45.5	7	36.8	13	54.2	4	57.1	34	47.2
6. Who presides over the committee head meeting?										
A. President.....	5	25.0	3	15.8	2	8.3	0	0.0	10	14.5
B. Vice-president.....	2	10.0	2	10.5	1	4.2	2	33.3	7	10.1
C. Other individuals.....	1	5.0	1	5.3	3	12.5	0	0.0	6	8.7
D. No one or no meeting.....	12	60.0	13	68.4	18	75.0	4	66.7	46	66.7
E. No answer.....	2	0.0	0	0.0	0	0.0	1	0.0	3	0.0
7. Do officers also serve as committee chairmen?										
A. All chairmen are officers.....	2	14.3	5	45.5	0	0.0	0	0.0	7	22.6
B. Some chairmen are officers.....	7	50.0	5	45.5	4	100.0	2	100.0	18	58.1
C. No chairmen are officers.....	5	35.7	1	9.1	0	0.0	0	0.0	6	19.2
D. No answer.....	8	0.0	8	0.0	20	0.0	5	0.0	41	0.0
8. How are committee heads selected?										
A. Appointed by president or executive council.....	9	64.3	6	66.7	7	87.5	1	100.0	23	71.9
B. Elected by chapter.....	2	14.3	3	33.3	0	0.0	0	0.0	5	15.6
C. Other method.....	3	21.4	0	0.0	1	12.5	0	0.0	4	12.5
D. No answer.....	8	0.0	10	0.0	16	0.0	6	0.0	40	0.0

TABLE 17 - Continued

Questions	Top Quartile		Second Quartile		Third Quartile		Fourth Quartile		Total	
	#	%	#	%	#	%	#	%	#	%
9. How are the committee members chosen?*										
A. Appointed by president or executive council.....	6	42.9	1	11.1	7	87.5	1	100.0	15	46.9
B. Chosen by committee chairman...	7	50.0	5	55.6	1	12.5	0	0.0	13	40.6
C. Other method.....	1	7.1	3	33.3	0	0.0	0	0.0	4	12.5
D. No answer.....	8	0.0	10	0.0	16	0.0	6	0.0	40	0.0
*Significant difference exists for answers to these questions.										

All the chapters where the committee chairmen were elected were rated in the above-average success groups. However, the differences between the answer supplied by chapters on the two levels of success were not significant. Chi-square equaled only 1.455, a ratio less than the initial value. The null hypothesis was accepted.

How are committee members chosen?—Approximately 47% of the chapters who answered this question noted that the committee members were also appointed by the president of the chapter or by the executive council.

However, an additional 40.6% noted that the committee chairman was allowed to choose the members of his committee. All except one of these chapters were ranked in the first or second quartile of success. A few other chapters said that the committee members volunteered for the committees on which they wanted to serve.

The chi-square computation indicated that the difference in whether committee members were appointed by the president or chosen by the chairman was significant for chapters on two levels of success. Chi-square equaled 5.950, greater than the .05 value of 3.841 for one degree of freedom. The null hypothesis was rejected.

Regression analysis

The three basic practices studied to determine how the function of coordinating was performed by social fraternities were subjected to regression analysis. The net regression coefficients, their respective t-values, and the partial correlation coefficients for the practices are presented on the next page.

TABLE 18

REGRESSION AND CORRELATION COEFFICIENTS FOR MANAGERIAL
PRACTICES OF COORDINATING

<u>Practice</u>	<u>b</u>	<u>t</u>	<u>r</u>
Degree of cooperation.....	1.29237	2.25553	.34362
Regular officers' meeting.....	.93582	1.92375	.29790
Meetings of committee heads.....	-1.25695	-2.73518	-.40557

Observation of the t-values of each regression coefficient will reveal that each of the practices had a significant relationship with success, two being positive and the other negative.

The most important coordinating practice or characteristic from the standpoint of contributing to a positive change in the success score of a chapter was the degree of cooperation surmised to exist between the officers of the chapter or the "unity of direction" that prevailed among the leaders of the organization. This relationship was significant at the .05 level of confidence.

The incidence of regular meetings between the officers of the chapter resulted in a relationship that was significant at the .10 level.

The practice of staging meetings between the chairmen of the standing committees in the chapter—a practice that was not utilized by a large number of the chapters—possessed a negative relationship with success. This relationship was significant at the .05 level.

Summary

Because of its significant negative relationship with success, the practice of holding meetings between committee heads is deemed to be of questionable usefulness in contributing to successful achievement by

social fraternities. In fact, there is reason to believe that the use of such a practice might only complicate the management structure, resulting in a hindrance to successful achievement.

However, since the utilisation of the coordinating practice of holding regular officers' meetings and the presence of a high degree of cooperation or unity of direction were significantly different for chapters on different levels of success as well as making a significant positive contribution to a change in a chapter's success rating, these practices are deemed to have validity in the operation of social fraternities. Apparently the contention could be made with 95% confidence that a significant relationship exists between the use of the practices and a chapter's success rating.

The managerial principles of coordinating--a common meeting of the minds and unity of direction--are thus deemed to be substantiated by the survey data.

Evaluating

The last managerial function to be considered was evaluating--an analysis to determine when goals have been achieved and to judge the progress made toward goal achievement. An ideal performance of this function would include a comparison of every action taken, task completed, and result obtained with a standard of performance for each occurrence. It would also involve a continuous consideration of steps taken as to how they affected the probability of the organization's accomplishing stated objectives.

In the writer's opinion, performance of the evaluating function in the operation of social fraternities included the following practices:

- 1) A comparison of actual expenditures with budgeted amounts on a regular basis.
- 2) Some systematic method of evaluating the results of activities and progress of the fraternity toward its goals or objectives.

The investigation of this function of management dealt primarily with an ideal performance or use of these two practices and with the degree to which each chapter studied approached this standard.

Quartile analysis

Four questions were asked each chapter studied concerning the evaluating function. The first two questions were specifically concerned with the two managerial practices of evaluating deemed to be desirable in the operation of social fraternities. The other two queries dealt with the formulation of reports or communication of information to persons outside the organization who might participate in the evaluation task.

The questions are discussed here individually, with the survey results being depicted in tabular form on page 204.

Are actual expenditures compared with budgeted amounts?--Efficient use of a financial budget as an expense controlling device and as a standard against which results can be measured requires that actual expenditures in each expense area be compared with budgeted amounts on a regular basis. This practice of evaluation should be performed at intervals frequent enough to allow adequate time for corrective action to be

taken. For financial affairs, the writer judged that comparison should be made at regular monthly intervals, at least.

Twenty-nine, or 40.3%, of the chapters studied were judged to have a "good" system of budgetary comparison and financial evaluation. Each of these chapters made a comparison of expenditures with budgeted amounts on a monthly basis with comparative financial statement being prepared in most situations. When chapters utilized outside accounting firms--such as Breesee-Warner, Inc. or a certified public accountant--the preparation of comparative financial statements on a monthly basis was usually included in the services provided. These comparative statements were usually sent to the chapter's national office and the chapter's alumni board, as well as being posted on the chapter bulletin board.

The writer found a few chapters utilizing a technique of accounting that not only facilitated evaluation but also provided a measure of budgetary control of expenditures. After the overall financial budget for the chapter had been approved in the fall, the treasurer established separate ledger sheets for each expense area and credited the account with the amount of funds budgeted for expenditure in that area. Then, as each expense was incurred, the appropriate ledger sheet or expense account was debited--i.e., the expenditure subtracted from the budgeted amount. Use of this simple technique informed the treasurer of the funds remaining in an area following each expenditure. The chairman in charge of an expense area--e.g., social chairman--was also given a ledger sheet or card so he could compute the balance (or funds remaining) after each

expenditure and be better able to evaluate the extent to which expenses were approximating budgeted or planned amounts.

Of the 29 chapters felt to have "good" financial evaluation, 23 were rated in the above-average success groups. The percentage of chapters receiving this rating also increased as one moved up the success scale from quartile four to quartile one.

An additional 30.6% of the chapters were thought to have "fair" financial evaluation or budgetary comparison. In these chapters comparative financial statements were made only at the end of a semester or quarter or on an annual basis. Alternatively, the chapter might have had no formal comparison but compared expenditures with budgeted amounts periodically and in an informal manner.

Twenty-one, or 29.2%, of the chapters reported that they either had no budget or that no comparison between expenditures and budgeted amounts was made. The percentage of chapters giving this answer increased as one moved down the success scale from the top to the bottom quartile.

Chi-square analysis indicated that the difference between the extent of financial evaluation or budgetary comparison made by chapters on different levels of success was significant. The computed ratio was 9.921, greater than the critical value of 5.991. The null hypothesis was rejected.

In what ways are the results of activities and the progress of the fraternity evaluated?—This question explored the extent to which the chapters studied attempted to evaluate the results of events and the overall program of their fraternity via some systematic method or procedure.

Only 26.4% of the chapters had a formal system of evaluation--i.e., utilized a systematic approach to evaluation on a regular basis. More than half of the chapters with a formal system were rated in the top quartile of success, with only two chapters in the bottom two quartiles embracing such an approach.

Several different evaluation practices--judged by the writer to be a systematic approach or evidence of a formal system--were observed. Some of the chapters used several of the practices, while others described only one. Some of the practices observed were as follows:

- 1) A "State of the Chapter" report by the president made at the end of the fall semester or at a mid-point during the school year. The report (which analyzed the condition of the fraternity and progress made toward stated objectives) was made orally at a banquet and was mimeographed for distribution to all members.

- 2) A retreat scheduled periodically--usually annually in the spring--attended by the whole chapter or by the old and new officers. Such a retreat was for the purpose of evaluating chapter progress and establishing new goals.

- 3) Termination reports written by each officer and committee chairman upon leaving office. Such a report evaluated and reviewed what had been done as well as enumerated suggestions for improvement. Such a report was usually filed and passed on to the incoming officers or committee chairmen. Two chapters had developed report forms for this purpose, with specific questions for the outgoing officer to answer.

4) Progress reports written by each committee chairman at mid-semester. Such reports were logical supplements to planning reports issued by the chairmen at the beginning of the term. In one chapter studied, such reports were demanded from all officers and chairmen upon visitation of a field secretary of the national fraternity.

5) A written evaluation report made annually by the president of the chapter for distribution to the central office of the national fraternity and to the alumni board or house corporation. A modification of this procedure was for each officer to make such a report covering his specific area of responsibility rather than one single report by the president.

6) One meeting per month allocated by the executive council for the purpose of evaluating past activities.

7) An evaluation or "airing-out" session at each chapter meeting. An alternative measure was the periodic scheduling of a chapter meeting devoted to a "round-table" discussion of chapter programs.

8) A report delivered by the seniors committee (all graduating seniors of the chapter) at an annual senior banquet. Such a report not only summarized chapter standing but also gave recommendations for the future.

9) An evaluation committee. Such a committee might be appointed to critically observe some chapter program--such as pledge training--and to report its findings or conclusions.

10) A report written by the rush chairman following each formal rush period, evaluating the procedures used and results obtained.

11) A questionnaire given to each new pledge following a rush period. Such a questionnaire asked the new recruit to evaluate the rush procedure as well as state "why he pledged this particular fraternity."

12) A diary or log of fraternity actions and important decisions--called "The Code"--maintained on a continuous basis.

The largest percentage of chapters studied (43.1%) noted that efforts were made to evaluate activities, but could describe no systematic approach that was used to perform this function. The common reply was that activities and progress were constantly evaluated and discussed in "bull sessions" on an unscheduled and informal basis. One chapter said that it continuously compared itself to the other groups on campus, another reported that it was sensitive to the reactions of the general student body to its activities, and another said that it always attempted to find out "what went wrong" when results were undesirable.

A fairly larger proportion (30.6%) of the chapters reported that no attempt was made to evaluate activities and progress, with the percentage increasing as one moved down the scale from the most successful to the least successful chapters.

In most of the chapters who indicated the third alternative, the lack of evaluation appeared to result primarily from lack of concern or of awareness of the need for such practices, or as one chapter president stated: "We only evaluate our standing when we reach such a weakened state that it is apparent something has to be done." However, two chapters expressed a disbelief in the usefulness of such evaluative measures.

One president stated that an evaluation of why goals were not achieved and a transmission of this information to incoming officers or leaders of the fraternity was undesirable because "mistakes should be made as a part of the learning process."

Another president had a slightly different view. He said that reasons for failure or undesirable results should not be explored or discussed, for this only brought up an unpleasant subject over which there might develop personal attacks and "hurt feelings." He felt that the best course of action to take after an unsuccessful event was "to just forget about it."

There appeared to be a substantial difference between chapters on different levels of success as to whether or not some attempt was made to evaluate activities and general progress. Chi-square analysis verified the correctness of the observation. Chi-square was computed to be 13.004, a ratio much greater than the critical value at the .05 level of significance. The null hypothesis was rejected.

How would you describe the communication between your chapter and your national fraternity, alumni board, and Chapter Advisor?—In addition to the practices of self-evaluation discussed above, a fraternity might also have its activities and progress evaluated by bodies outside its undergraduate organization. The bodies typically included a Chapter Advisor, an alumni board or house corporation, and representatives of its national fraternity—primarily the "National Office." The performance of this evaluation is likely to be greatly influenced by the degree of communication between the chapter and these outside bodies.

The writer asked each chapter president whether he considered the communication between his chapter and these groups to be "good," "fair," or "poor." In general, it was found that the communication with the local groups—the Chapter Advisor and alumni board—was termed to be "good" when these groups were active. However, the typical reply concerning communications with the chapter's national office was that it was "poor." The chapter presidents often expressed the belief that the national fraternity had very little idea of "what was going on" in their chapters.

Considering all three groups together, 30.6% of the chapters termed their communication "good," with the percentage increasing as one moved up the success scale from the last to the first quartile. One-half of the chapters were more conservative in their estimate, saying that this communication was "fair." Only 19.4% termed such communication "poor"—when all three groups were considered.

Although it appeared that the more successful or above-average chapter had "better communications" with the groups that might evaluate its activities and progress than did the less successful or below-average group, the difference was not significant at the .05 level. Chi-square equaled 3.013, less than the critical value of 5.991. The null hypothesis was accepted.

Are all required reports made to your national fraternity?—As a part of its efforts to evaluate the activities and standing of each of its chapters, national fraternity administrators usually ask or require

that each chapter file regular reports with the national office. Forms are commonly provided for each report with due dates being expressed.

However, it was the writer's experience—and he believes that national fraternity administrators would agree—that many chapters ignore some or all of the reports, failing to file them with the national office or doing so only after prodding. Such laxity would make the evaluation task of the national fraternity administrators more difficult. The reports requested usually included financial statements or reports on a monthly, semesterly, or annual basis; copies of financial budgets; membership reports listing the number of members and pledges by classes; initiation-pledging reports and fees; dues reports; scholastic achievement reports on a semesterly or yearly basis; annual reports evaluating all chapter programs; and various other reports of a specific nature.

Only 25.0% of the chapters studied reported that all reports requested or required by its national fraternity were made; the percentage, however, increased for the groups in each quartile as one moved from quartile four to quartile one.

The greatest percentage (65.3%) of the chapters remarked that some (but not all) of the reports were made—i.e., that some reports were ignored either because the national fraternity did not insist that they be made or because it was inconvenient to make such reports.

Only seven chapters or 9.7% noted that none of the reports requested were made, with these chapters being spread fairly evenly among the four quartiles.

TABLE 19

RESULTS OF SURVEY QUESTIONS CONCERNING EVALUATING

Questions	Top Quartile		Second Quartile		Third Quartile		Fourth Quartile		Total	
	#	%	#	%	#	%	#	%	#	%
1. Are actual expenditures compared with budgetary amounts? *										
A. Good comparison.....	13	59.1	10	52.6	6	25.0	0	0.0	29	40.3
B. Fair comparison.....	7	31.8	3	15.8	9	37.5	3	42.9	22	30.6
C. Poor comparison or no budget...	2	9.1	6	31.6	9	37.5	4	57.1	21	29.2
2. In what ways are the results of activities and the progress of the fraternity evaluated? *										
A. Formal system of evaluation....	11	50.0	6	31.6	2	8.3	0	0.0	19	26.4
B. Informal evaluation.....	8	36.4	8	42.1	12	50.0	3	42.9	31	43.1
C. Little or no evaluation.....	3	13.6	5	26.3	10	41.7	4	57.1	22	30.6
3. How would you describe the communication between your chapter and the national fraternity, alumni board, and chapter advisor?										
A. Good.....	9	40.9	7	36.8	5	20.8	1	14.3	22	30.6
B. Fair.....	9	40.9	9	47.4	14	58.3	4	57.1	36	50.0
C. Poor.....	4	18.2	3	15.8	5	20.8	2	28.6	14	19.4
4. Are all required reports made to your national fraternity?										
A. All are made.....	9	40.9	5	26.3	4	16.7	0	0.0	18	25.0
B. Some are made.....	11	50.0	12	63.2	19	29.2	5	71.4	47	65.3
C. None are made.....	2	9.1	2	10.5	1	4.2	2	28.6	7	9.7

It appeared that the more successful chapters were more diligent in formulating and disseminating reports from which their progress or standing could be evaluated than were the less successful groups. One might justify this difference, however, by noting that it is more enjoyable to report successful or pleasing results than it is to disclose undesirable conditions and that, therefore, the more successful chapters could be expected to be more diligent in reporting.

Nevertheless, the difference--although substantial--was not significant at the .05 level. Chi-square was computed to be 5.576, slightly less than the value of 5.991 for two degrees of freedom. The null hypothesis was, then, cautiously accepted.

Regression analysis

The two managerial practices of evaluating were reviewed by regression analysis to determine the nature of the relationship that existed between the utilization of these practices and the success score of the chapters studied.

This analysis disclosed the following net regression coefficients (b), their t-values, and partial correlation coefficients (r):

TABIE 20

REGRESSION AND CORRELATION COEFFICIENTS FOR MANAGERIAL PRACTICES OF EVALUATING

<u>Practice</u>	<u>b</u>	<u>t</u>	<u>r</u>
Budgetary comparison.....	-1.2646	-1.3800	-.21846
Formal system of evaluation.....	- .3691	-1.3757	-.21781

It can be seen that the relationship is negative in both cases and that this relationship is significant at the .20 level. Therefore, it would appear that although a significant difference was observed between chapters on two different levels of success as to the utilization of these practices, a closer and more rigorous analysis indicated the relationship to be negative.

An explanation for this phenomenon may lie in the variable pattern of use for the evaluation practices by chapters between the extremes of most successful and least successful. The managerial practices were used by a large percentage of the most successful or top quartile chapters while these activities were not found in any of the least successful or last quartile chapters. It was these extreme values that effected a significant chi-square value. However, for the chapters between the extremes and for a "fair" or "informal" use of the practice, the relationship was less discernible. It is surmised that a close inspection of these data leads to the negative findings via regression analysis.

Summary

Even though the negative relationship revealed by the regression analysis was not overly significant and the chi-square test actually depicted a difference in favor of the more successful groups, the writer could not contend that the use of these managerial practices of evaluating significantly affected the success rating of the chapters studied.

The conclusion reached, therefore, is that the managerial principles of evaluating failed to be substantiated in social fraternities by the analysis of the survey data.

Summary

The regression equation for the analysis using the success score of each chapter as the dependent variable and the 33 managerial practices as the independent variables was

$$Y = 13.1077 + bX$$

where 13.1077 was the a-value or Y-intercept. The b-values for each of the 33 independent variables were presented in the earlier discussion.

For this analysis the multiple correlation coefficient was .379228. Its square or the coefficient of multiple determination was, therefore, .773148. This indicated that approximately 77% of the variation in the success score of the chapters studied was explained by the use of the managerial practices. The unexplained variation might be accounted for by variables such as age, housing, and financial efficiency—factors that are discussed in the next chapter—or by other variables not considered by the writer.

In addition to the analysis of managerial practices within each function, the writer also obtained a composite score in each of the functional areas based on the extent to which the practices in that area were used and conducted regression analysis between the managerial functions and the success scores.

The results of this analysis are presented on the next page as Table 21.

It would appear that the managerial functions of organising and planning are of greatest importance—in the sense of contributing to a

positive change in a chapter's success score. The t-values for these functions indicated that they were significant at the .05 level. Such a result might be expected since the organizing function possessed no managerial practices for which a negative relationship existed and the planning function included only one practice with a negative coefficient.

TABLE 21

REGRESSION AND CORRELATION COEFFICIENTS FOR THE
SIX MANAGERIAL FUNCTIONS

<u>Function</u>	<u>b</u>	<u>t</u>	<u>r</u>
Organizing.....	.43359	3.95758	.44065
Planning.....	.28050	2.13389	.25527
Coordinating.....	.22167	1.00211	.12335
Actuating.....	.06548	.76032	.09389
Objectives.....	.01775	.12673	.01572
Evaluating.....	-.11947	- .51578	-.06384

The functions of coordinating, actuating, and formulating objectives possessed positive, but insignificant, coefficients when each was viewed on an aggregate or composite basis. This result might be a possible reflection that each function included both positive and negative practices.

The evaluating function appeared to have a negative, although insignificant, relationship with success--a logical result since both of the managerial practices studied possessed negative coefficients.

CHAPTER VI

AN ANALYSIS OF SUBSIDIARY RESULTS

In addition to the functional analysis of the relationship between management and success, the writer examined several other aspects of social fraternity operation. These findings were termed "subsidiary results" since they were only indirectly concerned with the focal point of the writer's investigation.

The analyses to be discussed are 1) the relationship between success and its components, 2) the interrelationship between the components of success, and 3) the association between success and factors such as housing, financial efficiency, age, and absolute size.

The relationship between success and its components

The writer wanted to know which factors or attributes—considered to be criteria of success—were most important or influential in the achievement of a high ranking on the success scale. He believed that some insight might be gained by conducting regression and correlation analysis to determine the extent of the change in success for a change in each of its components and the percentage of the variation in success explained by each of the components or criteria.

Multiple regression and correlation analysis was therefore performed, using the success score for each chapter as the dependent vari-

able and the rating or score for each criterion or component of success as the independent variables.

It was expected that a strong positive relationship would be found to exist for each independent variable, as the dependent variable was basically the sum of the independent variables--the only difference being the small adjustment made for the number of competitors faced.

Solving the regression equation of $Y = a + bX$, the Y-intercept or a-value was found to be 1.8528. The net regression coefficients (b), their respective t-values (t), and the partial correlation coefficients (r) for each factor were as follows:

TABLE 22

REGRESSION AND CORRELATION COEFFICIENTS FOR THE SUCCESS COMPONENTS

<u>Independent Variable</u>	<u>b</u>	<u>t</u>	<u>r</u>
Comparative size.....	1.44664	8.30253	.71741
Campus opinion.....	1.01627	7.09994	.66090
Comparative scholarship.....	.96987	9.80525	.77242
Rate of initiation.....	.96172	9.86787	.77440
Rush results.....	.80534	4.68576	.50250
Campus leadership.....	.58588	4.41027	.47991

Ranked according to the magnitude of their net regression coefficients (b), it can be seen that comparative size appeared to be the most important element in the determination of success--i.e., a 1.0 change in a chapter's comparative size rating resulted in a 1.44664 change in its overall success score. The chapter's prestige ranking as reflected by campus opinion seemed to make the second largest contribution.

A ranking according to the magnitude of the partial correlation coefficients or r-values of the independent variables revealed a slightly

different arrangement. Rate of initiation and comparative scholarship had a slightly higher r-value than did comparative size and campus reputation. However, since regression analysis appeared to be most applicable in this investigation, the writer accepted the ranking by b-values to be most reliable.

Comparative size, then, was accepted as the most important component of success in that it made the largest contribution to a change in the overall success score.

The magnitude of the t-values of each independent variable indicated that the net regression coefficients for all of the factors were significant at the .05 level.

The coefficient of multiple determination which measures the combined importance of the several independent factors as a means of explaining the differences in the dependent variable was found to be .97816, reflecting the condition in which success was basically the sum of its components.

The interrelationship between the success components

The writer attempted to determine what interrelationship (if any) existed between the factors used as criteria for success--i.e., whether the change in one of the factors affected a chapter's score or ranking in another area. Since the criteria selected as representative of "success" were somewhat interlocking, it was expected that a relationship would exist. The basic problem, then, was to determine whether or not the relationship was significant and to discover which factor was of greatest influence.

To perform the analysis for each criterion, the writer selected only those factors perceived to influence logically the criterion studied. Each criterion and the factors investigated are discussed below.

Comparative size.—The writer reasoned that, of the other five criteria, only rush results and the rate of initiation affected comparative size directly. It was thought that as the chapter's ranking in number of new pledges obtained and the percentage of pledges initiated or retained varied, the group's comparative size rating would change in the same direction. The other three factors—scholarship, campus opinion, and campus leadership—were perceived to influence size only as they affected the rush results or rate of initiation.

Multiple regression and correlation analysis was conducted, using the chapter's comparative size rating as the dependent variable and the rating in rush results and the percentage of pledges initiated as the independent variables.

The regression equation revealed the a -value to be $-.94845$. The net regression coefficients (b), their respective t -values (t), and the partial correlation coefficients (r) for the two factors were:

TABLE 23

REGRESSION AND CORRELATION COEFFICIENTS FOR COMPARATIVE SIZE FACTORS

Independent Variable	<u>b</u>	<u>t</u>	<u>r</u>
Rush results.....	.98173	10.3313	.77934
Rate of initiation.....	.16177	1.8955	.22248

The ranking of b -values seemed to indicate that rush results were of much greater influence on a chapter's comparative size than the rate

of initiation. The t-values revealed that the regression coefficient for ranking in rush results was significant at the .05 level, while the b-value for the initiation rate was significant at the .10 level.

The coefficient of multiple determination for the equation was .65911, which indicated that the combination of the two independent variables explained approximately 66% of the variation in the size ranking of the chapters studied. The unexplained variation might have resulted from situations where a chapter's score in rush results and initiation rate did not have a proportionate effect on the chapter's size ranking--i.e., that such a size differential existed between competing chapters that a high or low score in these two categories did not substantially change the size ranking during the time period studied.

Comparative scholarship.--The writer speculated that two factors--comparative size and rush results--might most directly affect a chapter's ranking in scholastic achievement. It was thought that the number of men in the chapter--on a comparative basis--might have some influence on the chapter's scholarship ranking; however, whether such influence would be positive or negative, was not known. Likewise, it was reasoned that rush results--the number of men pledged on a comparative basis--might also be of some consequence.

The other criteria were not considered of notable influence, although it was recognized that the prestige rating or campus opinion of the chapter might have some effect through its influence on the chapter's ability to attract better students.

Using scholarship ranking as the dependent variable and size ranking and rush results rating as independent factors, the s -value of the regression equation was found to be 3.9583. The b -values for the two factors, along with their t -values and partial correlation coefficients were:

TABLE 24
REGRESSION AND CORRELATION COEFFICIENTS FOR
COMPARATIVE SCHOLARSHIP FACTORS

<u>Independent Variables</u>	<u>b</u>	<u>t</u>	<u>r</u>
Comparative size.....	.411697	2.59360	.29804
Rush results.....	-.123094	-.59083	-.07095

It appeared, then, that a positive relationship existed between scholarship ranking and comparative size and that this relationship was significant at the .05 level--i.e., could be said to exist with 95% confidence.

The relationship between scholarship ranking and rush results appeared to be negative, although the relationship was not significant at either the .05, .10, or .20 levels of confidence. It might be speculated that the negative relationship could have emanated from a lowering of scholastic entrance standards for new pledges in order to obtain a large number--i.e., that a high ranking in the number of men pledged was obtained at the sacrifice of scholastic standing with little or no consideration given to the past academic record of the new recruits. Whether such speculation is in any way accurate, the writer has no evidence. However, since the regression coefficient was not significant at

the levels checked, such a negative relationship could have occurred by chance.

The value of the coefficient of multiple determination was .15684, an indication that less than 16% of the variation in a chapter's scholastic ranking was explained by the combined influence of the two independent variables. Various factors outside the criteria of success, therefore, may influence a chapter's rank in scholarship. Such factors might include academic standards for pledging, academic standards for initiation, encouragement of scholastic achievement via study programs and scholastic awards, and many other factors.

Several studies have been made of the relationship between scholastic achievement by fraternities and factors considered to be relevant. Butler investigated the influence of various aspects of pledge training;¹ Crookston considered selectivity used in selecting pledges as a factor;² and Matson researched the differences in scholastic achievement for fraternities with different prestige ratings.³

Rush results.---The writer speculated that a chapter's ranking in rush results might be affected by four factors; the size ranking of the

¹William R. Butler, "An Analytical Study of Factors Associated with Scholastic Achievement in High and Low Achieving Fraternities," The Personnel and Guidance Journal, XXXVIII (October, 1959), 134-141.

²Burns E. Crookston, "Selectivity as a Factor in Fraternity Scholastic Achievement," The Personnel and Guidance Journal, (December, 1961), 355-357.

³Robert E. Matson, "A Study of Academic Potential and Achievement in Prestige-Rated Fraternity Groups as Compared with Dormitory Residents and Off-Campus Students," unpublished doctoral dissertation, Indiana University, 1961.

chapter, its prestige or campus opinion rating, its scholarship ranking, and the extent of its campus leadership. All of these factors were thought to influence a chapter's ability to attract pledges or obtain new recruits.

Multiple regression and correlation analysis was conducted, using a chapter's ranking in rush results as the dependent variable and the four factors enumerated as independent variables. Solving the regression equation, the a-value was discovered to be 2.0279. The net regression coefficients (b), their respective t-values (t), and the partial correlation coefficients (r) for each independent variable were:

TABLE 25

REGRESSION AND CORRELATION COEFFICIENTS FOR RUSH RESULTS FACTORS

<u>Independent Variables</u>	<u>b</u>	<u>t</u>	<u>r</u>
Comparative size.....	.46942	4.3146	.46630
Campus leadership.....	.13503	1.4632	.17597
Campus opinion or prestige....	.09639	.9541	.11578
Comparative scholarship.....	-.04975	- .7249	-.08822

It can be seen that the relationship was positive for each of the variables, except scholastic ranking. However, only the regression coefficient for comparative size was significant at the .05 level of confidence. Considering the t-value of the campus leadership rating, it can be seen that this coefficient was significant at the .20 level. The campus opinion rating used did not seem to have significant influence on a chapter's ranking in rush results.

A negative relationship appeared to exist between rush results and scholastic ranking. Such a relationship might be an indication that a

high ranking in scholarship did not particularly enhance a chapter's ability to attract new members or it might merely be a reflection that chapters with large rush results had a lower scholarship ranking. It seems ironical, however, that a strong positive relationship should exist between scholastic ranking and comparative size, while at the same time a negative relationship appears between the academic rating and rush results, the principal means by which a high ranking in size is achieved. One explanation might be the possibility of a lag between a high ranking in rush results and a change in size ranking or that a high ranking in rush results was neutralized by a low rate of initiation—hence a situation of high rush results but low size and low scholarship.

Nevertheless, the negative relationship between rush results and scholastic ranking was not significant, even at the .20 level of confidence. Such a relationship could have occurred by chance.

The coefficient of multiple determination for this equation equaled .66196, an indication that 66% of the variation in rush results was explained by the combination of the four independent variables. The unexplained variation might be attributed to the use of various managerial practices to develop and maintain a successful rush program, as well as various other factors.

Rate of initiation.—It was believed that the percentage of pledges initiated by a chapter would be affected most directly by its scholastic ranking and the number of men pledged or rush results. However, it was also conceded that some relationship might exist between the

rate of initiation and a chapter's ranking in campus opinion or prestige and its comparative size.

It was reasoned that a high prestige rating might make membership in a chapter more attractive and that pledges would work harder for admittance. No observation was made as to whether the effect of comparative size on the rate of initiation would be positive or negative, although it was realized that the reverse situation was positive--i.e., that comparative size was affected by the rate of initiation, considering a possible time lag.

Multiple regression and correlation analysis was performed, using a chapter's score in percentage of pledges initiated as the dependent variable and the four factors mentioned as independent variables.

The Y-intercept, or a-value, was 3.2659, while the net regression coefficient (b), the t-value (t), and the partial correlation coefficient (r) for each factor were:

TABLE 26

REGRESSION AND CORRELATION COEFFICIENTS FOR
RATE OF INITIATION FACTORS

<u>Independent Variables</u>	<u>b</u>	<u>t</u>	<u>r</u>
Scholarship ranking.....	.20414	1.6630	.19910
Comparative size.....	.21839	.9992	.12118
Rush results.....	.04703	.2226	.02718
Prestige rating.....	-.00365	-.0208	-.02542

Scholarship ranking and comparative size seemed to be of greatest importance--i.e., to make the largest contribution to a change in the percentage of pledges initiated for the chapters studied. However, only

the relationship between the ratio of initiation and the scholarship ranking appeared to be significant—and only at the .10 level of confidence.

The number of men pledged as reflected in the chapter's ranking in rush results and the campus opinion or prestige rating of the group did not appear to have significant influence on the percentage of pledges initiated.

The coefficient of multiple determination equaled .16669, a revelation that only approximately 17% of the variation in the rate of initiation was explained by the combined influence of the four independent variables. Perhaps factors such as the type of pledge training program utilized and the manner in which it was administered and the selectivity exercised in choosing pledges account for some of the unexplained variation.

Campus leadership.—It was the writer's judgment that a chapter's score in campus leadership—the number of members who occupy campus leadership positions and the success of the group in campus activities—would most likely be shaped by its size ranking and its scholastic rating. It was reasoned that the number of members possessed by a fraternity would affect its capability to supply leaders for campus organizations and its ability to compete in campus events—intramurals, etc. Likewise, scholarship ranking might be of some consequence—i.e., there might be a tendency for better students to be more active in campus leadership roles.

The multiple regression and correlation analysis used a chapter's rating in campus leadership as the dependent variable and rankings in size and scholarship as the independent variables. The s -value of the regression equation was revealed to be 2.5386, with the net regression coefficients (b), their t -values (t), and the partial correlation coefficients (r) being as follows:

TABLE 27

REGRESSION AND CORRELATION COEFFICIENTS FOR
CAMPUS LEADERSHIP FACTORS

<u>Independent Variables</u>	<u>b</u>	<u>t</u>	<u>r</u>
Comparative size.....	.43584	6.11601	.59291
Scholarship ranking.....	.01007	.10923	.01315

The indication is that size ranking has the greater influence—*i.e.*, that a change in size ranking contributed to a much larger change in campus leadership than did a change in scholarship ranking. The relationship between size and campus leadership was also significant at the .05 level.

The coefficient of multiple determination was .39351, indicating that size and scholarship explained only 39% of the variation in campus leadership. Other factors, then, such as the use of managerial practices to develop a program for improvement of campus leadership might be deemed to be of importance.

Campus opinion or prestige.—How does a chapter achieve a high prestige rating? What explains the difference between the campus opinion rankings of different chapters? The writer hypothesized that a chapter's

score in comparative size, scholarship, campus leadership, and rush results might influence its prestige rating. The rate of initiation was thought to be a factor about which many people outside the organization would be uninformed and would have little effect in establishing or projecting an "image" of the fraternity.

Multiple regression and correlation analysis was therefore performed using a chapter's campus opinion rating as the dependent factor and the four criteria mentioned as the independent variables.

The a-value of the regression equation was -1.10329 , while the values of b, t, and r for each independent variable were:

TABLE 28

REGRESSION AND CORRELATION COEFFICIENTS FOR
CAMPUS OPINION OR PRESTIGE

<u>Independent Variables</u>	<u>b</u>	<u>t</u>	<u>r</u>
Comparative size.....	.77250	6.0991	.59750
Campus leadership.....	.21615	1.9745	.23450
Rush results.....	.13908	.0954	.11578
Scholarship ranking.....	.08133	.0990	.12005

Again, it appeared that size ranking had greater influence in contributing to a change in the campus opinion rating of the chapters studied, with campus leadership being the second most important variable. The t-values of the regression coefficients also indicated that the relationship for both size and campus leadership was significant at the .05 level.

The relationship between the prestige rating of the chapters studied and their ranking in scholarship and rush results appeared to be of limited importance.

The coefficient of multiple determination was .76327--a reflection that 76% of the variation in prestige was explained by the four independent variables used. The unexplained variation might be accounted for by the age of the chapter, its housing facilities, the reputation of its national organization, and numerous other conditions.

Summary.--The analysis of the interrelationship between the components of success seemed to confirm the results of the earlier analysis of the relation between a chapter's overall success score and the criteria that composed the success score. The conclusion is that comparative size was the factor or criterion of success having greatest value. A change in size ranking not only made the largest contribution to a change in the overall success score or rating of a chapter, but also made the largest contribution to a change in four of the other five criteria. It was only in the criterion of percentage of pledges initiated that size ranking failed to make a significant contribution.

A substantial amount of the variation in each of the criteria was unexplained by the other factors of success. Only in one criterion--the campus opinion or prestige rating--was more than two-thirds of the variation explained, and in three of the factors the coefficient of multiple determination indicated that the percentage of variation explained was considerably less.

It does not seem presumptuous to speculate that part of the unexplained variation might be accounted for by the manner of management used in the chapters studied. The analysis in the earlier chapters gives credence to this assumption.

The association of success with other factors

The writer also considered the effects of four other factors--age, housing, financial conditions, and absolute size--on success, and attempted to determine if any association existed for the chapters studied.

Age.--The age of a chapter was thought to have some possible effect on its success. Although age in itself has some prestige value, the writer considered age to be advantageous primarily in that it provided the chapter with a better opportunity or a longer period of time in which to accumulate financial resources that could be converted into better housing facilities and to accumulate a larger number of alumni members who might be able to lend support--both financial and supervisory--to the operation of the chapter.

As with most of the factors in this study, age was measured not in absolute number of years but on a comparative basis--whether or not there was a significant age differential between the chapter studied and its competitors. The writer reasoned that age was an important factor only when a substantial difference between competitors existed--i.e., when all competing groups were approximately the same age, regardless of whether they were 100 years or one year old, age did not appear materially to affect the success achieved.

However, when the age differential was substantial--such as when a five-year-old chapter competed with several groups who had been in operation for 50 years or more--it was reasoned that the age differential might provide a fairly substantial handicap to the younger organization.

The writer compared the age of the chapter studied with that of its competitors to determine whether it was substantially younger, substantially older or about the same age. The distribution among the chapters studied was fairly equal, with 27 chapters or 37.5% being younger, 24 groups or 33.3% being about the same age, and 21 chapters or 29.2% being older than their competitors.

A tendency for the older chapters--on comparative basis--to be more successful could be detected. More than one-half of the chapters with a favorable age differential were rated in the top quartile of success and 16 of the 21 chapters were located in the top two quartiles or above-average success classes. The percentage of chapters having a favorable age differential increased steadily as one moved up the success scale from quartile four to quartile one. In addition, a majority of the chapters with an unfavorable age differential were rated in the last two quartiles or below-average success groups. The answers to this question are presented in tabular form on page 228.

Chi-square analysis, nevertheless, did not reveal any significant difference between the two levels of success as to the comparative age of the chapters. The computed ratio was 4.532, slightly below the critical value of 5.991 at the .05 level.

The null hypothesis, therefore, had to be accepted. It appeared that age differentials between competing chapters--although of some influence--did not significantly affect the achievement of success for the chapters studied.

Housing.—The housing or living facilities possessed by a chapter were also perceived to affect the success of a chapter—primarily through its ability to attract new members or pledges and secondarily through its possible influence on the morale of the members and pledges. The basic assumption was that the larger, the newer, and the more elaborate the fraternity's housing facilities, the easier it was to attract new members and the better was the morale of the fraternity membership.

Housing was thought to be a factor in the competitive success of a chapter only when a notable differential existed. If all competitors were housed in comparable facilities—whether they were \$300,000, 80-man houses or \$30,000, 10-man lodges—there would be no competitive advantage to any group, and housing would have little influence on the success achieved.

Living facilities were, therefore, considered on a comparative basis—how the surveyed chapter's housing facilities compared with that of its competitors. Each chapter was asked whether it considered its housing facilities to be "above average," "average," or "below average" when compared to its competitors. The writer also checked the accuracy of this answer by viewing competitive housing for each chapter studied.

An attempt was then made to determine if the more successful fraternities had better housing facilities on a comparative basis. Twelve of the chapters studied had no housing facilities—nine being located on campuses where fraternity houses were not allowed or were nonexistent and three possessing no housing facilities although some or all of their competitors did. One chapter had the only fraternity house on its campus

and, therefore, offered no basis for comparison. Of the remaining 59 chapters, 26, or 44.1%, noted that their housing was about "average" in comparison with their competitors. Seventeen chapters, or 28.8%, revealed that their housing was "above average," while 16 groups, or 27.1%, said that their living quarters were "below average."

Usually the more successful chapters had above-average housing. Fifteen of the 17 chapters having a favorable housing differential were rated in the top two quartiles of success, and the percentage of chapters with a housing advantage increased as one moved up the success scale from the last to the first quartile. Likewise, nine of the 16 chapters with below-average housing were located in the bottom two quartiles of success.

Chi-square analysis indicated that this difference in comparative housing was significant for chapters on two levels of success. The computed ratio of 8.362 was greater than the critical value at the .05 level. The null hypothesis was, therefore, rejected. It can be said with 99% confidence that the more successful chapters tended to have better-than-average housing on a comparative basis—or maybe vice versa. As to whether the relationship between housing and success was causal or resultant, the writer had no evidence. As was expressed earlier, however, the writer's hypothesis was that better-than-average housing was more the result of success (or unusual circumstances) than the cause of successful achievement. It was not the objective of this investigation to prove or disprove this hypothesis—only to determine if an association existed. It is conceded that housing facilities are likely to affect the success of a chapter.

In addition to analyzing comparative housing, the writer also attempted to determine whether the utilization of housing facilities—as to the percentage of living space used—was different for chapters on different levels of success. The measurement of the percentage of living space occupied was taken at the time of the interview and was considered to be fairly representative of the situation that would exist at other times as well.

A greater utilization of housing facilities was thought to be desirable in that it would increase the current income from an asset while not increasing fixed costs—mortgage payments, taxes, etc.—contributing to the chapter's financial stability.

Of the 60 chapters with housing facilities, only 15 or 25% noted that housing capacity was completely utilized—all living spaces in the house occupied. The majority of the chapters, 32 or 53.3%, reported that living space was 75% to 99% occupied or filled. Thirteen, or 21.7%, of the chapters stated that the housing facilities were being operated at less than 75% capacity.

A greater percentage of the chapters with less than 75% utilization of living space were located in the below-average success groups. However, there appeared to be little other difference between chapters on different levels of success as to the percentage of space occupied.

Chi-square analysis did not indicate any significant difference. The computed ratio was 3.577, a value less than the critical ratio for two degrees of freedom at the .05 level. The null hypothesis was accepted.

TABLE 29

ANSWERS TO SURVEY QUESTIONS CONCERNING AGE AND HOUSING

Questions	Top Quartile		Second Quartile		Third Quartile		Fourth Quartile		Total	
	#	%	#	%	#	%	#	%	#	%
1. How old is your chapter as compared with your competitors on campus?										
A. Substantially older.....	11	50.0	5	26.3	5	20.8	0	0.0	21	29.2
B. About the same age.....	4	18.2	9	47.4	7	29.2	4	57.1	24	33.3
C. Substantially younger.....	7	31.8	5	26.3	12	50.0	3	42.9	27	37.5
2. How would you compare your housing with that of your competitors on campus?*										
A. Above average.....	9	42.9	6	46.2	2	10.5	0	0.0	17	28.8
B. Average.....	8	38.1	4	30.8	11	57.9	3	50.0	26	44.1
C. Below average.....	4	19.0	3	23.1	6	31.6	3	50.0	16	27.1
D. No housing or no comparison....	1	0.0	6	0.0	5	0.0	1	0.0	13	0.0
3. What percentage of living space in your house is currently occupied?										
A. 100% capacity.....	6	28.6	1	7.1	6	31.6	2	33.3	15	25.0
B. 90-100%.....	9	42.9	6	42.9	3	15.8	1	16.7	19	31.7
C. 75-89%.....	4	19.0	3	21.4	6	31.6	0	0.0	13	21.7
D. 50-74%.....	2	9.5	4	28.6	3	15.8	2	33.3	11	18.3
E. Below 50%.....	0	0.0	0	0.0	1	5.3	1	16.7	2	3.3
F. No housing.....	1	0.0	5	0.0	5	0.0	1	0.0	12	0.0
*Significant difference exists for answers to this question.										

Absolute size.—Throughout this investigation the size of a chapter has always been viewed on a comparative basis—how many members and pledges the chapter studied had as compared to its competitors. What was important was the ranking of the chapter by size—regardless of whether the chapter possessed 40 members or 140 members. Because of the many different colleges surveyed, the different fraternity systems studied, and the different competitive situations investigated, it was felt that comparative size was the best measure to use.

However, it was also believed that some consideration should be given to absolute size. The writer first posed this question: are the more successful fraternities larger in actual number of members and pledges? To answer this question for the chapters studied, the average size of the chapters in each of the four quartiles of success was determined.

Using total size figures (both members and pledges) for each chapter as reported at the time of the interview, the range and mean size for the groups were found to be:

TABLE 30
AVERAGE CHAPTER SIZES FOR GROUPS STUDIED

<u>Success Group</u>	<u>Range</u>	<u>Average Size</u>
Top Quartile.....	41-129	81.3
Second Quartile.....	35-92	55.2
Third Quartile.....	25-80	44.7
Fourth Quartile.....	6-35	22.7

It seemed, then, that the more successful chapters (based on the writer's definition of success) were larger. There also appeared to be a strong tendency for a chapter to become larger as it moved up the success scale or--as it might be more correctly stated--a tendency for a chapter to move up the success scale as it became larger.

The possible association between absolute size and scholastic achievement was also investigated. Using the NIC (National Interfraternity Conference) scholarship reports for the years 1962-1964, the writer determined whether the group grade average accumulated by the chapter studied was above or below the All Men's Average (AMA), the mean of the scholastic averages for all male undergraduate students at each college or university, for the years in question. Then, using the absolute size figures reported at the time of the interview--and assuming these size figures to be fairly representative or "normal"--the average size was computed of the chapters in each of the following three categories:

- 1) above the All Men's Average, 2) below the All Men's Average, and
- 3) divided or split ranking--above AMA one year and below it the next.

Inadequate data were supplied for nine of the chapters studied--either because the college did not determine an All Men's Average or because this information was not reported to the NIC scholarship recorder. Of the remaining 63 chapters, 39 ranked above the All Men's Average both years, 15 fell below the AMA during the two periods, and nine experienced a split ranking. The average sizes for chapters in each of the three categories was as follows:

TABLE 31

AVERAGE SIZES OF SCHOLARSHIP RANKED CHAPTERS

<u>Group</u>	<u>Average size</u>
Above All Men's Average.....	63.5
Below All Men's Average.....	51.5
Split or Divided Ranking.....	46.3

It can be seen that the chapters who were consistently above the All Men's Average—i.e., had higher scholastic achievement—were larger. However, the difference was not substantial. Those chapters who were above the AMA one year and below it the next had the smallest mean size of the three groups. Thus, substantial changes in scholastic achievement might be more likely among smaller organizations because each individual's grade average has a greater impact or influence on the group average or smaller size might result from substantial changes in scholastic achievement. The writer would favor the former explanation.

Financial conditions.—One measure or criterion of how well a chapter is managed might be its financial efficiency as reflected in operating costs. The writer collected financial data to determine the average monthly operating costs and the daily food service costs for the chapters surveyed.

For data as to the total operating costs, the writer tried to obtain figures for a recent three-month period prior to the time of the interview, a three-month period that reflected "normal" operations. An average monthly operating cost was then determined and this figure divided by the average number of members and pledges during this period to obtain the cost per man per month.

In order to make the total cost data comparable, only those chapters which operated houses or living facilities and provided meal or food service for their members were used. Twenty-six chapters did not provide meal service, with 12 of those not operating houses. Six additional chapters were unable to supply data because of inadequate financial records or inaccessibility of the books of account or financial statements. One other chapter was not included in the analysis because the debt on its housing facility had been completely retired and the chapter's total operating costs were disproportionally low.

Total operating costs were analysed for 39 chapters. The average cost per man per month for the chapters with comparable operations was \$58.25. However, there was considerable deviation from this mean by chapters on different levels of success. Average cost data for chapters in the four quartiles of success are presented below.

TABLE 32

AVERAGE MONTHLY OPERATING COSTS BY SUCCESS GROUP

<u>Success Group</u>	<u>Number of chapters included</u>	<u>Average cost per man per month</u>
Top Quartile.....	16	\$59.24
Second Quartile.....	9	39.95
Third Quartile.....	10	72.56
Fourth Quartile.....	4	70.88

The more successful chapters seemed to have lower operating costs, although a clear upward trend was not apparent. By grouping the top two quartiles in an "above-average" category and the bottom two quartiles in a "below-average" class, the distinction was made more evident. The

above-average success chapters had an average operating cost of \$53.37 per man per month, while the below-average success groups logged a mean cost of \$72.24 per man per month.

On the basis of this information, then, it might be argued that part of the difference in operating costs could be explained by the difference in financial management.

The writer also attempted to isolate a chapter's cost for food or meal service operations. An effort was made to secure data on total food service costs over a three-month period, prior to the interview, that reflected "normal" operations. The total cost for food service was deemed to be the outlay for food commodities and kitchen supplies plus the salaries for food service employees. No attempt was made to allocate a portion of "overhead" expenditures (utilities, etc.) to the kitchen or food service operation.

An average monthly food service cost was computed and divided by 25 days to derive an average cost per day. The decision to use 25 days resulted from an observation that a majority of the chapters served meals only six days a week--Sunday being the most common day for no meal service.

The average food cost per day was then divided by the average number of men receiving the service or eating in the fraternity house to derive a food service cost per man per day. This figure was found to be \$1.46 for all the chapters studied.

Only 36 chapters were used in the analysis, as 26 groups did not serve meals and 10 were unable to supply adequate information. The average cost figures for the chapters with comparable data were:

TABLE 33
AVERAGE FOOD COSTS BY SUCCESS GROUPS

<u>Success Group</u>	<u>Number of chapters included</u>	<u>Average food costs per man per day</u>
Top Quartile.....	14	\$1.49
Second Quartile....	7	1.67
Third Quartile.....	10	1.30
Fourth Quartile....	4	1.27

On the basis of this information, the less successful chapter actually seemed to have a lower operating cost for food service. Combining the two top quartiles, it was determined that the above-average success chapters had a mean food cost of \$1.54 per man per day, while the below-average success groups accumulated an average cost of \$1.30 per man per day.

In addition to the computation of the average food and total operating costs of the chapters studied, the writer investigated the nature of the relationship between the absolute number of men and the cost per man. Single regression analysis was conducted for both food service and total operating costs, using the number of men receiving the service as the independent variable and the cost per man as the dependent factor.

The logical hypothesis was that the relationship between the number of men and per man costs would be negative--i.e., that as the number of men receiving the service increased, the cost per man would decline.

This hypothesis was based on the assumption that a fraternity would be faced with certain fixed costs (salaries, mortgage or rental payments, etc.) that would decline per unit when spread over a larger base—a greater number of men.

The investigation of costs revealed this hypothesis to be basically correct. The nature of the relationship was negative in both cases.

For total monthly operating costs per man, the regression equation was found to be $Y = 67.10 + (-.1345)X$. This meant that for each increase in one man in total membership, the average monthly operating cost dropped \$.13 per man. For example, an increase in size from 50 to 60 men would tend to lower total operating costs per month from \$60.38 to \$59.03 per man—a "saving" of \$1.35 per man, or \$77.50 for the original 50 men over the period of one month.

To determine the significance of the regression coefficient b , the standard deviation was computed and the sampling error of b derived. The standard deviation was 25.72, with the sampling error of b being .1904. Multiplying .1904 by 1.64, the critical value of b was found to be $\pm .3122$. Since the regression coefficient computed was less than this critical value, it did not appear to be significant at the .05 level.

For total food service costs per man per day, the regression equation was $Y = 5.28 + (-.00999)X$. This was an indication that the addition of one man to receive the chapter's meal service would lower per man costs by nearly \$.01 per day. For example, an increase in the number of men receiving food service from 30 to 40 would lower the cost per day

from \$1.61 to \$1.51 per man—a "saving" of \$.10, or \$3.00 per day to the original 30 men.

To estimate the confidence with which this coefficient could be used, the standard deviation and sampling error of b were computed. The standard deviation was .6604 and the sampling error was .00648. Multiplying the sampling error by 1.64, the critical value was discovered to be 1.01063. Since the value of b was less than this value, a decision to not use the regression equation was made.

The financial data for average costs as well as the analysis of the relationship between the number of men and per man costs were perceived to be interesting; however, their validity might be questioned. The writer feels that the data are of limited use and is reluctant to place a great degree of confidence in their accuracy and reliability. This lack of confidence emanates from the following conditions:

- 1) The inadequacy of financial records in many of the chapters studied. As was revealed earlier, the writer attempted to obtain cost data on both food service and total operations for a previous three-month period. For several chapters this objective was extremely difficult to achieve. In some chapters the total "accounting system" consisted of a checkbook and accounts receivable ledger. In these cases, the check stubs provided the source for cost analysis with any cash expenditures not included.

In a few other cases, the writer had to depend upon estimates of costs made by chapter officers as financial records were inadequate or

inaccessible. The figures as to the average number of men were practically always an estimate rather than a computation.

In only those chapters where an outside accounting firm was used did the writer place much confidence in the figures supplied.

2) The different conditions under which chapters operate and the resulting difference in cost structures. It was the writer's observation that these differences might make operating costs noncomparable or make comparison dangerous.

For example, a chapter with new housing facilities requiring large mortgage payments might have a much higher per man cost than a chapter of similar size leasing small living quarters with low rental expenditures. A chapter averaging three social functions per month might have higher per man costs than one of similar size staging only one function per month. A chapter charging more per man in fees and dues might spend more per man, also.

Individual tastes or preferences among chapters might affect operating costs—i.e., one chapter might pay \$1500 for the services of a well-known musical group for one social function whereas another chapter might incur a cost of only \$250 for a local band for a similar occasion.

Any differences in wage rates (as they affect salaries paid) and commodity prices (as they affect goods and services purchased) for different sections of the country might also influence per man costs.

3) A possible inconsistency in the application of accounting procedures. All chapters studied seemed to use a cash rather than an accrual method of recording expenditures; however, by using a three-month period

to determine average costs, it was felt that no serious difficulties arose here. Nevertheless, it is possible that some inconsistency existed in the recording of expenditures and formulation of financial statements. For instance, one chapter might have counted depreciation (on kitchen equipment, furniture, building, etc.) as an expense while others did not.

It is believed that only when these limitations are eliminated and the varying conditions somewhat equalized can operating costs for different fraternity chapters be truly comparable. The cost data presented here must be evaluated with these limitations in mind. Because of these weaknesses and the lack of significance of the regression coefficients, the writer does not recommend the use of the financial data discussed. However, he hopes that this exploration may be of benefit when additional research is attempted by the writer or others.

CHAPTER VII

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

In the embryonic stages of this study, the writer formulated the loosely defined hypothesis that the better social fraternities are managed, the more successful they will be--i.e., the more good management practices that are used and the more regularly and diligently they are employed, the higher the social fraternities involved will rank in certain categories or areas deemed to represent successful attainment or performance.

An implied objective of this research was to test the theory that management or managerial principles are universal--i.e., that they apply in any situation where two or more people are joined together for some mutual purpose or objective. A basic justification for the study of management in collegiate schools of business administration seems to be the belief that the kind or quality of management practices and techniques used influences the level of attainment by business or industrial organizations. The writer desired to gain some insight into whether these managerial principles, practices, and techniques were also influential in the attainment of success by social organizations--specifically, college social fraternities.

It was therefore stated that the purpose of the study was to provide information that might help answer the following questions:

- 1) To what extent are selected management practices and principles utilized by college social fraternities?
- 2) Is there any significant relationship between the adherence to these selected managerial practices and principles and the degree of success achieved by the fraternities studied?

Research design

To provide an answer to question two above, it was apparent that the research design had to be more specifically identified and defined.

If one is attempting to measure the influence of management upon success or the association that exists between these two variables, the first and most obvious question that arises is "What is success?"--i.e., what is a successful fraternity?

To say that the answer to this question was difficult and controversial would be an understatement. In the writer's research, no widely accepted criteria of successful social fraternities could be found, other than qualitative standards that made measurement an extremely slippery task. An aggravating factor was the diverse conditions under which different fraternities operated, from small private colleges to large state universities.

After much study and deliberation, it was the writer's conclusion that success could best be measured in comparative terms--i.e., how well the fraternity being studied ranked when compared to the other groups with which it competed. Six categories or areas in which fraternities

compete and in which competitors could be ranked--absolutely or generally--were therefore selected to represent successful attainment. It was felt that one criterion would be insufficient--i.e., that a measurement using all six criteria was necessary to obtain an accurate appraisal of a fraternity's overall ranking.

The six criteria that were selected to serve as a basis for ranking and as a measure of successful attainment by social fraternities were (1) Size--the number of members and pledges possessed by the group; (2) Scholarship--the group's grade average over the past two years; (3) Rush Results--the number of men pledged during membership drives over the past two years; (4) Initiation Rate--the percentage of men pledged who are initiated into the fraternity; (5) Campus Leadership--the number of student leaders in the organization and the group's success in campus activities; (6) Campus Opinion--a measurement of student opinion as to the group's importance, prominence, and power.

A second obvious question concerned a definition of management--or more specifically, of which management practices we are concerned with. One might reply that we should merely look at the basic functions of management--determining objectives, planning, organizing, actuating or directing, coordinating, and evaluating--and determine how well they are being performed. This was the approach of the writer. Using knowledge gained as a student of management and drawing from experience in social fraternities, the writer listed management practices that could be employed by fraternities in the performance of these managerial functions.

From this list the writer selected 33 practices representing the six functional areas to serve as a measure of the "management" employed by social fraternities. These practices were as follows:

A. Practices concerned with objectives

1. The establishment of specific short-range goals.
2. The announcement of the goals to all members of the organisation.
3. A statement of the goals in written form.
4. Distribution of the goals in written form to all members.
5. The establishment of long-range goals.

B. Practices concerned with planning

6. The creation of a social budget.
7. The completion of plans far in advance of dates for their performance.
8. The formulation of a social calendar.
9. A statement of plans for activities and projects in written form.
10. The use of an overall financial budget.

C. Practices concerned with organizing

11. The assignment and fixing of responsibility for the completion of tasks and the supervision of activities.
- 12-15. The use of apprenticeship positions to promote continuity.
12. The position of assistant treasurer.
13. The position of assistant rush chairman.
14. The position of assistant social chairman.
15. The position of assistant pledge trainer.

16. A formal system for the orientation and assistance of new officers.

D. Practices concerned with actuating or directing

17-23. Supervising

- 17. The presence of a Chapter Advisor with experience.
- 18. Regular attendance at chapter meetings by Advisor.
- 19. Advisor with high effectiveness rating by chapter.
- 20. Regular meetings held by alumni Board of Control.
- 21. Active supervisory role assumed by Board of Control.
- 22. Visitation by province or district officer.
- 23. Visitation by representative of national fraternity.

24-28. Motivating

- 24. Regular reports by committees to the chapter.
- 25. Regular financial reports by the treasurer to the chapter.
- 26. The distribution of pledge policies and rules to members and pledges.
- 27. The presentation of awards to individuals in the chapter.
- 28. The publication of a regular newsletter.

E. Practices concerned with coordinating

- 29. Officers' meetings on a regular basis.
- 30. The presence of a high rating by the president of the cooperation received from other officers.
- 31. Meetings among committee chairmen.

F. Practices concerned with evaluating

32. A comparison of actual expenditures with budgeted amounts.

33. The establishment of a formal system to evaluate the results of activities and the progress of the fraternity.

It was the writer's feeling that organisations would employ sound management practices because of a belief in the validity of certain principles--general statements of truth describing a cause and effect relationship for a given situation. The implied assumption is that such practices will enable an organization to accomplish its objectives more effectively and efficiently--i.e., that the principle underlying the practice is applicable.

Therefore, the research was also undertaken to assess the validity and applicability of the principles or hypotheses underlying the management practices selected. In other words, if the study found a practice of management to be influential in the success achieved by a social fraternity, it might be concluded that the principle upon which it is based has validity in this situation.

The managerial principles underlying the practices selected were as follows:

A. Principles of the objective

1) The more clearly that objectives are defined and determined, the more economical and effective will be the performance of the functions necessary to achieve the objectives.

2) The more quantified and better written the statement of objectives is, the more economical and effective will be the achievement of the objective.

3) The better that objectives are known, understood, and accepted, the better the cooperation among members of the organisation in achieving organizational and personal objectives.

B. Principle of planning

1) The more definitely and completely that an organization plans its activities, the more effective these activities will be and the more successful the organization will be in achieving its objectives.

C. Principles of organising

1) If responsibility and authority for every activity is not assigned to someone in the organisation, the organization will not be effective in reaching its mission.

2) The more that effective measures for providing organizational continuity and stability are planned for, the more effective the organization will be in reaching its objectives.

D. Principles of actuating or directing

1) An organization will be more effective in accomplishing its goals when its activities are supervised by someone at a level higher than the level at which the activities are performed.

2) The more that information is shared with employees [members of an organization], the greater the feeling of belongingness and the resulting productivity.

3) The more that an individual is recognized for his efforts, the more productive he will become.

E. Principles of coordinating

1) The more that there is a common meeting of minds concerning an objective, the more effective the coordination of action.

2) The greater the unity of direction of all concerned, the more effective the coordination will be.

F. Principles of evaluating

1) The more effectively results or performances are evaluated, the more successful the organization will be in achieving its objectives.

2) The more that proper standards are available for measurement, the more effective will be the evaluation function.

Data collection

With the structure of the study set up, a method by which to collect the information necessary for analysis had to be devised. The writer first formulated a questionnaire containing queries of a nature to reveal the extent to which the management practices being studied were performed and to provide data sufficient to rank the chapter in the areas of successful attainment. The questionnaire form, which covered six pages, was then printed.

Given the length of the questionnaire and the depth with which many of the questions had to be answered, it was obvious that a personal interview method of data collection was necessary. It was also apparent

that such a method would be both time-consuming and expensive--especially if the sample selected was geographically dispersed.

To overcome the problem of the cost the writer applied for and received a position with Tau Kappa Epsilon Fraternity as a Field Supervisor, an individual hired by the national organization to inspect and assist its undergraduate chapters. With a chapter visitation schedule formulated by his employer, the writer's method of selecting chapters to be studied would have to be described as a combination of judgment and random sampling. The writer interviewed every chapter he visited, while adding chapters of other national fraternities to provide a somewhat equal representation from all levels of successful attainment. However, a statistical test indicated that there was a significant degree of randomness in the sample selection.

A total of 72 chapters was interviewed between September, 1963, and June, 1964. The chapters were selected from 11 different national fraternities, although 59 of the chapters were affiliated with Tau Kappa Epsilon. The groups were dispersed over a geographic area including 16 states and were taken from 60 different colleges and universities.

Practically all of the information on the questionnaire was collected from the president and other undergraduate officers of the chapters studied. For the TKE chapters interviewed, the writer spent approximately three days with the group and therefore was able to verify much of the data reported. The chapters of other national fraternities were interviewed during a three-day visit with a TKE chapter on the same campus.

Methods of analysis

With all of the data recorded on questionnaires, the next step was to devise a systematic procedure by means of which the information could be analyzed. Most of the data were qualitative; however, it was apparent that a method to quantify the data would have to be created before any rigorous statistical analysis could be performed.

To quantify the success factors, the writer devised a rating scale for each success area—a chapter receiving a score of from eight to two points in each area, depending upon its percentile ranking in that category. For example, if a chapter ranked fifth out of fifteen groups in size, it would receive a score of seven in this category. Since a total of six success factors or areas were used, the maximum score possible for a chapter was 48 points. A small adjustment was made in the total success score for the number of competitors faced by a chapter—one point being added for every eight chapters (over 12) with which a group competed.

After a total success score for each chapter was computed, a ranking of all the groups in terms of this score was performed. The writer then divided the chapters into four groups or quartiles on the basis of their total success score, the four groups being labeled as most successful, above-average, below-average, and least successful.

The first tabulation was then a record of the answers given by chapters in each group, used to determine whether the answers supplied by one group were significantly different from those given by another. Therefore, for each query on the questionnaire, a series of alternative answers was formulated and the answer given by each chapter identified

with one of the alternatives. Each answer was coded so the results could be tabulated by computer. The product of this tabulation was the number and percentage of chapters in each quartile that gave each alternative answer. For example, it was found that 90.9% of the chapters in the top quartile or most successful group had a regular financial budget.

To provide some insight into whether the answers supplied by the chapters in one quartile were significantly different from those given by groups on a different level of success, chi-square analysis was conducted. The chi-square distribution test compares the observed frequency (actual number of answers given in each category) for each question with its expected frequency (the average number of answers that would be given if no difference between the categories existed). For the analysis two groups were used--the chapters in the top two quartiles being combined into an "above-average" group and the chapters in the bottom two quartiles being joined into a "below-average" category.

For each analysis the null hypothesis--that the answers given by each success group will be the same--was posed. This hypothesis was either accepted or rejected by comparing the result of the chi-square computation with a critical value in a statistical table. In each case a .05 level of significance was used--i.e., a risk that the decision may be wrong five times out of 100 was assumed.

The formula for the computation of chi-square is:

$$\chi^2 = \frac{(e_{ij} - n_{ij})^2}{e_{ij}}$$

where n_{ij} denotes the observed frequency and e_{ij} represents the expected frequency.

The chi-square analysis did not prove causation nor demonstrate the nature of the relationship between the factors studied; therefore, a second method of analysis was used—regression and correlation analysis.

In order to use the regression and correlation analysis, the management variable had to be quantified. The writer therefore devised a scoring system (see Exhibit in the Appendix) for the extent to which the 33 management practices were utilized. For the more important practices a maximum score of 10 was possible, while for the less important practices the maximum rating was five points. Each fraternity chapter studied, then, was given a rating as to the utilization of each of the 33 practices and received a total management score, which was the sum of all the individual ratings.

Single regression analysis was conducted to determine the nature of the relationship between a chapter's success score and its management score. The chapters were also ranked according to their total scores in these categories and rank correlation analysis made.

Multiple correlation and regression analysis was made of the relationship between a chapter's success score and its rating for the utilization of each of the 33 management practices.

For all of the multiple regression and correlation analysis a computer program was used. The linear regression equation $Y = a + bX$ was solved where "success" was viewed as the dependent variable (Y) and the management practices as the independent variable (X). The regression

coefficient (b) revealed the nature of the change in Y for a given change in X. Under multiple regression and correlation analysis the coefficient of partial regression indicated the change in success for each change in the utilization of a management practice, holding the influence of the other independent variables constant.

To test the significance of the regression coefficients, the t-score for each b-value was computed and evaluated at the .05, .10, and .20 levels of significance. This analysis revealed the nature of the relationship between "success" and each management practice and indicated the degree of confidence that could be placed in the relationship expressed.

The absolute value of the regression coefficient also served as a basis for a ranking of the management practices in order of the importance of their contribution to a positive change in a chapter's success score. The greatest emphasis was placed on the regression coefficient (b) rather than the correlation coefficient (r) because of the lack of complete randomness in the selection of the sample.

Additional investigation was made of the nature of the relationship between a chapter's success score and its rating in each of the functions of management, between the success score and each of the factors of success, and for the interrelationship between the factors used as criteria of success.

Further analysis was also made of the relationship between success and a chapter's age advantage or disadvantage, comparative housing, absolute size, and operating costs.

Limitations

Limitations of the study included the arbitrary weights assigned to the factors studied, the failure to select the sample by a pre-determined random method, the small size of the sample, the fact that a majority of the chapters studied were of one national fraternity, and the short time period of the study.

Results of the analysis

Chi-square test.--The chi-square analysis demonstrated that for the following practices or conditions a significant difference existed--i.e., that the utilization of these practices or the prevalence of these conditions was significantly different for the "above-average" success group as compared with the "below-average":

- 1) The extent to which short-range goals of a definite nature existed.
- 2) The extent to which a "group" feeling existed in the organization.
- 3) The degree to which members were willing to subordinate their personal goals to the objectives of the fraternity.
- 4) The presence of a social budget.
- 5) How far in advance social functions were planned and arrangements made.
- 6) The presence of a definite social calendar.
- 7) The presence of a regular financial budget.
- 8) The presence of an active alumni association among graduates of the chapter.

- 9) The use of the position of assistant rush chairman.
- 10) The use of the position of assistant pledge trainer.
- 11) The presence of a formal system or program for orientation and assistance of new officers.
- 12) The years of experience possessed by the Chapter Advisor.
- 13) The chapter's rating of the Advisor's effectiveness.
- 14) The frequency of visitation by a representative of the national fraternity.
- 15) The frequency and extent of financial reports given to the chapter by the treasurer.
- 16) The presence of an individual award for scholarship improvement.
- 17) The existence of individual awards in addition to the most common ones listed.
- 18) The publication of a regular chapter newsletter.
- 19) The frequency of the chapter officers' meetings.
- 20) The degree of cooperation between the undergraduate chapter's officers as perceived by the president.
- 21) The extent to which committee members were chosen by the committee chairmen.
- 22) The degree to which actual expenditures were compared with budgeted amounts.
- 23) The existence of a formal system for the evaluation of chapter activities and the progress of the fraternity.

It can be seen that four of the above practices or conditions-- numbers 2, 3, 8, and 21--were not included in the basic 33 management practices studied. These data were derived from an analysis of answers to questions on the questionnaire that were supplementary to the queries concerning the utilization of the basic 33 practices.

For 22 of the above cases, the utilization of the practice was greater or the presence of the condition more prevalent for the "above-average" group of chapters. In only one case was the reverse situation true. The frequency of visitation by a representative of the national fraternity was significantly greater for the "below-average" success group of chapters.

Regression analysis.--Single regression analysis indicated a significant relationship between "success" and "management." The linear regression equation was found to be $Y = 12.2 + .18289X$ and the regression coefficient was significant at the .05 level. Rank correlation analysis revealed a correlation coefficient of .6339, a value that was also significant at the .05 level.

Multiple regression and correlation analysis uncovered several management practices for which a positive relationship with success existed. These practices, at the levels of significance noted, were

A. .05 level of significance

1. The degree of cooperation or "unity of direction" between the undergraduate officers as perceived by the president.

B. .10 level of significance

2. The number of years of experience of the Chapter Advisor.

3. The frequency of undergraduate chapter officers' meetings.

C. .20 level of significance

4. The presence of the position of assistant rush chairman.

5. The existence of a formal program for the orientation and assistance of new officers.

6. The frequency with which the Chapter Advisor attended undergraduate chapter meetings.

7. The regularity and extent of financial reports given to the chapter by the treasurer.

8. The presence of individual awards to provide recognition for chapter members.

Several other managerial practices possessed a positive relationship that was slightly below the .20 level of significance. Included were the existence of specific short-range goals, the announcement of the goals to the chapter, the presence of a financial budget, advance planning for chapter activities, and the use of a position of assistant pledge trainer.

The ratings of a chapter for several of the management practices were combined and the effect of these independent variables noted. In four cases the variables acting in concert had a positive influence on success that was significant at the .05 level. These combined practices or conditions were as follows:

- 1) The use of apprenticeship positions or assistants to provide continuity and stability.
- 2) The supervision supplied by the Chapter Advisor.
- 3) The activity of providing recognition to chapter members--giving individual awards plus publishing a regular newsletter.
- 4) The practices which provided motivation for members of the organization--information sharing and recognition giving.

The regression and correlation analysis also uncovered some practices for which a negative relationship was expressed, such as the relationship between success of the chapter and the frequency of visits by national fraternity representatives. These practices, at the levels of significance noted, were

A. .05 level of significance

1. The combined supervisory activities of an alumni Board of Control.
2. The extent and frequency of meetings between the committee chairmen in the chapter.

B. .20 level of significance

1. The frequency of visitation by representatives of the national fraternity.
2. The extent of comparison between actual expenditures and budgeted amounts.
3. The presence of a formal system for the evaluation of chapter activities and the progress of the fraternity.

The coefficient of multiple determination for all of the 33 management practices was .773148--an indication that approximately 77% of the variation in the success scores of the chapters studied was explained by the variation in their utilization of the management practices.

Considering both the chi-square analysis and the regression and correlation analysis, it was the writer's conclusion that the following management practices of the fraternities studied, at the time and places interviewed, were most highly associated with success:

A. Practices concerning objectives

1. Specific short-range goals that are clearly announced to all members of the chapter.

B. Practices concerning planning

2. A financial plan for future income and expenditures in the form of a definite financial budget.
3. An advance planning period of at least one month for all chapter activities and functions.

C. Practices concerning organizing

4. Apprenticeship or assistant positions for major chapter activities--especially an assistant rush chairman and an assistant pledge trainer.
5. A definite program of orientation and assistance for new officers.

D. Practices concerning actuating and directing

6. Supervision supplied by a Chapter Advisor who is experienced and attends chapter meetings on a regular basis.
7. Motivation supplied by information sharing--primarily of financial data.
8. Motivation supplied by providing recognition--primarily in the form of individual awards.

E. Practices concerning coordinating

9. Regular meetings between the officers of the undergraduate chapter.
10. The presence of a "unity of direction" or high degree of cooperation between the chapter officers.

Analysis of the managerial functions by the regression and correlation method revealed that the areas of organizing and planning were most important and that both had a regression coefficient that was significant at the .05 level.

The investigation of the relationship between "success" and its components and of the interrelationship between the success factors indicated that comparative size was by far the most important success factor. A change in a chapter's comparative size ranking had the greatest influence on its overall success score, and comparative size also made the greatest contribution to a change in a chapter's rating in four of the other five success criteria.

Findings from the additional analysis were

- 1) That age advantages or disadvantages between competing chapters were not significantly different for chapters on different levels of success.
- 2) That the more successful chapters tended to have better than average housing on a comparative basis.
- 3) That the more successful chapters tended to be larger in absolute number of members and pledges.
- 4) That the chapters with consistently higher scholastic achievement tended to be larger in absolute number of members and pledges.
- 5) That the more successful chapters tended to have slightly lower average monthly operating costs per man and that per man costs tended to decline as the size of the organization increased.

Conclusions and Recommendations

Considering the management practices judged by the writer to have been indicated by the study to be highly associated with "success" in the 72 social fraternities studied, it is the writer's conclusion that most of the managerial principles subjected to test can be said to have some measure of validity when applied to the operations of these 72 organizations.

The exceptions to this statement--those principles for which some degree of verification cannot be asserted on the basis of the research findings--are

- 1) The principle of the objective concerning the quantification and written form of the objective.
- 2) The principle of organizing concerning the fixing of responsibility.
- 3) Both of the principles concerning the performance of the managerial function of evaluating.

It is felt that a proper evaluation of the study conducted by the writer should include an analysis of the possible contributions that have been made to the body of knowledge about management principles and practices and about the operations of college social fraternities. Whatever value it may have, this study seems to have been a pioneer in measuring and describing the relationship between "management" and "success" in social fraternities. To the best of the writer's knowledge, this study is also unusual in that it attempted to quantify the variables of "success" and "management" and to measure the nature of the relationship

between the variables in quantitative terms by means of regression and correlation analysis. To the extent that the study may indicate areas for future research or stimulate interest in further quantitative studies of the relationship between management and success, it is hoped that some contribution has been made.

The writer also hopes that the study may be useful in the following respects:

- 1) That it provides information concerning how the management or operation of social fraternities can be improved.
- 2) That it focuses attention upon a heretofore underutilized "laboratory" for use by students in the application and testing of managerial principles and practices.

Concerning the first point, an improvement in the state of management in social fraternities by a greater utilization of principles and practices indicated by the study to be highly associated with success might be a useful contribution for the reasons mentioned in an earlier chapter and summarized here. Social fraternities appear to contain a large percentage of the student leaders on a college campus. In addition, a fairly large percentage of industrial and governmental leaders of national reputation were members of social fraternities while in college. A tentative hypothesis might be that social fraternities are a good "breeding ground" for future leaders. Because the years a young man spends in college are a time for the formulation of new ideas and philosophies, any dissemination of information that can provide motivation for a greater acceptance and utilization of good management practices and

principles by students during this "formative" period would appear to be of merit. A student who applies management principles to fraternity operation would be influencing a large segment of the student body with a good probability of occupying a high management position in later years.

As to the second point, the writer believes that college social fraternities provide an opportunity for scholars and educators in management subjects to enhance students' understanding and awareness of management principles, practices, and concepts. If it is agreed that understanding is enhanced when concepts are applied soon after exposure to these ideas or that experience serves as an excellent teacher, surely management education would be furthered by encouraging students of management to apply the concepts and principles to which they are introduced in class to the operation of the fraternities to which they belong. Just as the student of the physical sciences has a laboratory in which to experiment, the management student should have a college laboratory in which to test the knowledge he has acquired and should be encouraged to make this application. The writer hopes that this study may focus some attention on this opportunity.

If one of the possible contributions of this study is to stimulate further research, it might be well to identify some areas that appear to merit future investigation. The writer recommends that further research is needed in the following areas:

- 1) In general, additional investigation to determine whether the management practices revealed by this study to be highly associated with

success do improve the competitive standing of social fraternities when applied in their operation.

2) Further efforts to quantify the variables of management and success in industrial, educational, governmental, and social organizations and, therefore, gain a better measurement of the association between the use of management principles and practices and the attainment of successful levels of operation.

3) Further efforts to define and refine the criteria of success in a social fraternity. The possibility of giving greater or lesser weight to comparative size as a measure of competitive standing of social fraternities might be considered.

4) Closer scrutiny of the nature of the relationship between the success of social fraternities and supervision by an alumni organization such as a Board of Control and of the use of practices of evaluating to explain why a negative relationship could appear.

The writer cannot ignore the limitations of the study discussed in an earlier chapter--primarily the arbitrary nature of the quantification of the variables studied and the lack of complete randomness in the selection of the sample. He is also aware of the danger of excessive enthusiasm when one attempts to evaluate the contribution of his own work. Nevertheless, in view of and in spite of these weaknesses, it is the humble hope of the writer that some addition to the body of knowledge about management principles and practices has been made.

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APPENDIX

EXHIBIT 1

SCORING SCHEDULE FOR UTILIZATION OF MANAGERIAL PRACTICES

I. OBJECTIVES	<u>Points</u>
1. Does the group have short-range goals?	
a. Specific short-range goals.....	10
b. General short-range goals.....	5
c. No short-range goals.....	0
2. Are goals announced to all members of group?	
a. Specifically announced.....	5
b. Generally announced.....	3
c. Not announced.....	0
3. Are objectives written?	
a. Yes.....	3
b. No.....	0
4. Are objectives posted or distributed to all?	
a. Yes.....	3
b. No.....	0
5. Does the chapter have any long-range goals?	
a. Yes.....	3
b. No.....	0
II. PLANNING	
6. Does the chapter have a social budget?	
a. Definite budget.....	5
b. Partial or informal budget.....	3
c. No budget.....	0
7. How far in advance are activities planned?	
a. One month or more.....	5
b. About two weeks.....	3
c. One week or less.....	0
8. Does the chapter have a social calendar?	
a. Definite calendar.....	5
b. Partial or informal calendar.....	3
c. No calendar.....	0
9. Is there evidence of any plans being written?	
a. Some written plans.....	3
b. No written plans.....	0

Points

10. Does the chapter have a financial budget?
- a. Regular, definite budget.....10
 - b. Irregular, informal budget..... 5
 - c. No budget..... 0

III. ORGANIZING

11. Upon whom is responsibility fixed for the performance of tasks?
- a. One person..... 5
 - b. Committee or vague assignment..... 3
 - c. No one..... 0

For the supervision of activities?

- a. One person..... 5
- b. Committee or vague assignment..... 3
- c. No one..... 0

12. What apprenticeship positions are used to provide organizational continuity?
- a. Assistant treasurer
 - a. Regularly..... 5
 - b. Irregularly or informally..... 3
 - c. No..... 0
 - B. Assistant rush chairman
 - a. Regularly..... 5
 - b. Irregularly or informally..... 3
 - c. No..... 0
 - C. Assistant social chairman
 - a. Regularly..... 5
 - b. Irregularly or informally..... 3
 - c. No..... 0
 - D. Assistant pledge trainer
 - a. Regularly..... 5
 - b. Irregularly or informally..... 3
 - c. No..... 0
13. What effort is made to assist or orient new officers to their positions?

- a. Formal system of assistance.....10
- b. Informal system of orientation..... 5
- c. No assistance or orientation..... 0

IV. ACTUATING

Points

14. Supervision supplied by Chapter Advisor
- A. How many years has Advisor served in position?
- a. More than three years..... 5
 - b. One to three years..... 3
 - c. Less than one year..... 0
- B. How often does the Advisor attend chapter meetings?
- a. Once a month or more..... 5
 - b. Less than once a month but fairly often..... 3
 - c. Never attends meetings..... 0
- C. How would you rate your Advisor's effectiveness?
- a. Very effective..... 5
 - b. Moderately effective..... 3
 - c. Not effective..... 0
15. Supervision supplied by the alumni Board of Control
- A. How active or effective is the Board of Control in its supervisory role?
- a. Very active and effective..... 5
 - b. Moderately active and effective..... 3
 - c. Not active or effective..... 0
- B. How often does the Board of Control meet?
- a. Once a month or more often..... 5
 - b. Three to six times a year..... 3
 - c. Less than three times a year..... 0
16. Supervision supplied by province or district officer
- A. How often are you visited by your province supervisor?
- a. Three or more times per year..... 5
 - b. One or two times a year..... 3
 - c. No visits or no district officer..... 0
17. Supervision supplied by national fraternity officials
- A. How often are you visited by a representative of the national fraternity?
- a. Once a year or more..... 3
 - b. Less than once a year or not at all..... 0
18. Extent to which information is shared
- A. Do committee chairmen make reports at each chapter meeting?
- a. All chairmen report regularly..... 5
 - b. Some chairmen report irregularly..... 3
 - c. No reporting..... 0

Points

- B. How often are financial reports given to chapter?
- a. Written statements monthly, oral weekly..... 5
 - b. Written reports semesterly, oral irregularly... 3
 - c. No written reports, oral irregularly..... 0
- C. How are pledge policies and rules communicated?
- a. Rules printed and distributed..... 5
 - b. Policies typed and posted..... 3
 - c. Policies and rules not written or distributed.. 0
19. Extent to which recognition is given
- A. What individual awards are given to members of the chapter?
- a. Top pledge..... 3
 - b. Top scholarship..... 3
 - c. Scholarship improvement..... 3
 - d. Best athlete..... 3
 - e. Outstanding Senior..... 3
 - f. Other awards..... 3
- B. How often and how regularly is your chapter newspaper published?
- a. Published more than twice a year..... 5
 - b. One or two times a year..... 3
 - c. Not published..... 0
- a. Published on regular basis..... 5
 - b. Published irregularly..... 3
 - c. Not published..... 0

V. COORDINATING

20. How often are officers' meetings scheduled?
- a. Weekly..... 5
 - b. Irregularly..... 3
 - c. None held..... 0
21. How would you rate the degree of cooperation received from the chapter officers?
- a. Good..... 5
 - b. Fair..... 3
 - c. Poor..... 0
22. Are any meetings scheduled between committee chairmen?
- a. Regularly..... 5
 - b. Occasionally..... 3
 - c. Never..... 0

VI. EVALUATING

Points

23. How well are actual expenditures compared with budgeted amounts?
- a. Good comparison and control..... 5
 - b. Fair comparison and control..... 3
 - c. Poor or no comparison..... 0
24. How are chapter activities and the general progress of the fraternity evaluated?
- a. Formal system of evaluation.....10
 - b. Informal evaluation..... 5
 - c. Little or no evaluation..... 0
- MAXIMUM SCORE POSSIBLE.....198

EXHIBIT 2

SURVEY QUESTIONNAIRE

Miscellaneous Information

Chapter _____ College _____

Date of interview _____ Person interviewed _____

1963 Campus Ranking _____ 1964 Campus Ranking _____

Membership

Total # of actives _____ Total # of pledges _____ Total size _____

Highest total membership in past three years _____. Size of largest group on campus _____. Chapter rank: _____ of _____.

Finances

of men eating in chapter dining room _____. Average food cost per man over past three months _____. Total membership _____

Average total costs over past three months of operation _____

Scholarship

Group grade average last semester _____. Scholastic rank on campus: _____ of _____. Average scholastic rank over past three years _____.

Pledging

of men pledged last semester _____. Average # of men pledged in each of last 4 semesters _____. Largest # of men pledged by other fraternities each semester _____. Average rank in pledging: _____ of _____. Percentage of pledges initiated from last semester's pledge class _____.

Average percentage of initiates in last four semesters _____

Housing

Capacity of fraternity house _____. # of men living in house _____

Comparison of house with others on campus: Above average ____ Average ____

Below average _____. Remarks _____

Leadership

List of men who are officers in campus-wide organizations: _____

_____. Honors that chapter has won: _____

Specific Questions

Objectives

1. (a) What are/were the objectives or goals for your chapter this year?
 (b) Are/were they being achieved?
 (c) Who determines/determined these objectives?
2. (a) Are the goals or targets that the chapter is shooting for announced or relayed to all members of the organization?
 (b) Are these objectives written?
 (c) Are they posted for all to see?
3. What is your long-range objective or goal for this chapter?
4. (a) Would you say that the members of this chapter think of themselves more as a group or as individuals within a group?
 (b) Are members generally willing to subordinate their personal goals to the objectives of the fraternity?

Planning

5. (a) Do you have a social budget?
 (b) Is a definite plan and/or schedule of expenses for a social function submitted to the chapter before the event?
 (c) How often are social functions scheduled?
6. (a) How far in advance are social functions planned and arrangements made?
 (b) Do you have a social calendar?

- (c) Are committee heads required to submit a report on what their committees plan to do a semester in advance?
- 7. (a) Does your chapter have a financial budget?
(b) Who formulates this budget?
(c) Is it approved by the Board of Control?

Organizing

- 8. (a) For such events as homecoming, decorations, social events, work details, etc., who is charged with the responsibility of seeing that the particular activity is accomplished?
(b) Do you have one or more than one supervisor for each activity?
- 9. (a) If a pledge has a complaint or a problem, to whom does he report his complaint?
(b) If a pledge violates some rule or regulation of the chapter, who is charged with the responsibility of taking corrective action?
- 10. (a) Is there an alumni or graduate chapter near your campus?
(b) Does your chapter have an alumni association?
(c) Are there members of your alumni who visit the chapter fairly regularly?
- 11. (a) Do you have an assistant treasurer?
(b) An assistant rush chairman?
(c) An assistant social chairman?
(d) An assistant pledge trainer?
(e) Any other assistants?
- 12. (a) Do the old officers help the new officers adjust to the duties of their new positions?
(b) How often are new officers elected?

Actuating

- 13. (a) How experienced is your Chapter Advisor?
(b) How often does he attend chapter meetings?
(c) How would you rate his effectiveness?
- 14. (a) Is your Board of Control active?
(b) How often does the Board meet?
(c) How often does a member of the Board attend chapter meetings?
(d) Do members of the undergraduate chapter attend board meetings?
- 15. (a) How often are you visited by your province supervisor or province staff?
(b) How often are you visited by a field supervisor or official of the national fraternity?

16. (a) How many standing committees do you have?
(b) Any special committees?
(c) Do the committee heads give committee reports at each chapter meeting?
(d) Are these reports written or typed?
17. (a) Is a copy or summary of the minutes of chapter meetings given to the Board of Control?
(b) Does the treasurer prepare a monthly financial report for the chapter and the Board of Control?
18. (a) Are the pledge policies and rules written?
(b) If so, is a copy given to all pledges and members?
19. Are members and pledges recognized for special accomplishments by awards?
 - (a) Honor pledge?
 - (b) Top Scholarship trophies?
 - (c) Scholarship improvement award?
 - (d) Top Athlete?
 - (e) Top Take or Outstanding Senior?
 - (f) Other?
20. (a) Does the chapter have a newsletter which is sent to alumni and other chapters?
(b) How often published?
(c) Does it contain news about the alumni?
(d) Does it recognize the accomplishments of members and pledges?

Coordinating

21. (a) Do you have a weekly meeting of all the officers of the chapter?
(b) Do all the officers attend?
(c) What is the purpose of the meeting?
22. Do you as president receive the full cooperation of your officers in achieving the goals and objectives of the chapter?
23. (a) Do you have a meeting of committee heads to coordinate the activities of their committees?
(b) If so, who presides over this meeting?
24. (a) Do officers serve as committee heads?
(b) How are committee heads selected?
(c) How are committee members chosen?

Evaluating

25. Are the actual expenses compared with the budgeted amounts at the end of each semester?
26. Are the results of activities compared with the objectives or plans for these activities? How?
27. (a) Are problems and weak spots reported promptly to the National Office, the Chapter Advisor, and alumni board?
(b) Are regular reports to national made on time?
28. (a) Date when chapter was installed _____.
(b) Length of time oldest fraternity has been on campus _____ .

EXHIBIT 3

WORK SHEET FOR RATING CHAPTERS IN AREAS OF SUCCESS

Chapter #, name, and location	Comparative Size	Comparative Scholarship	Rush Results	Initiation Rate	Campus Leadership	Campus Opinion	Size Adj.	Total Score
101, Sigma Chi U. of Illinois	8	7	8	7	5	8	+5	48
102, SAE Cincinnati	8	8	7	6	7	8	+2	46
103, ATO Hillsdale Coll.	8	7	7	8	8	8	0	46
104, TKE Rollins College	8	8	7	8	6	8	0	45
105, TKE Western Illinois	8	7	8	6	8	8	0	45
106, TKE Culver-Stockton	8	7	8	7	8	8	-1	45
107, Acacia Purdue Univ.	8	7	7	7	6	7	+3	45
108, TKE Ohio State	8	7	7	4	6	8	+4	44
109, SAE U. of Kentucky	7	6	7	8	6	8	+2	44
110, $\phi\epsilon\Delta$ Ohio State	7	6	6	7	6	8	+4	44
111, $\phi\epsilon\Delta$ Ohio Wesleyan	7	6	6	8	8	7	+1	43
112, TKE Western Carolina	6	8	8	8	6	7	0	43

EXHIBIT 3 - Continued

Chapter #, name, and location	Comparative Size	Comparative Scholarship	Rush Results	Initiation Rate	Campus Leadership	Campus Opinion	Size Adj.	Total Score
113, ATO Bowling Green	7	7	6	8	6	8	+1	43
114, TKE Valparaiso	8	8	7	6	6	7	0	42
115, TKE Virginia	7	8	6	7	6	5	+3	42
116, TKE Monmouth	8	4	8	7	7	8	0	42
117, TKE Millikin	8	6	6	5	8	8	0	41
118, TKE Georgia Tech.	8	8	6	6	5	6	+2	41
119, Kappa Sigma Wabash	7	8	6	8	6	6	0	41
120, TKE Eastern Illinois	7	6	6	7	7	8	0	41
121, TKE Knox College	7	6	4	8	7	8	0	40
122, Beta Wabash	7	6	6	8	5	8	0	40
223, TKE U. of Illinois	8	2	6	4	7	7	+5	39
224, TKE Indiana Tech.	8	5	6	6	7	7	0	39
225, Sigma Nu Bradley Univ.	8	6	7	5	5	7	+1	39

EXHIBIT 3 - Continued

Chapter #, name, and location	Comparative Size	Comparative Scholarship	Rush Results	Initiation Rate	Campus Leadership	Campus Opinion	Size Adj.	Total Score
226, TKE Findlay College	6	8	7	4	7	8	-2	38
227, TKE Eastern Michigan	7	8	5	8	5	4	+1	38
228, TKE Defiance College	6	5	7	8	5	8	-2	37
229, TKE Indiana State	6	5	7	7	5	7	0	37
230, TKE Southeastern Okla.	4	8	6	6	8	5	-1	36
231, TKE Purdue Univ.	6	4	6	6	5	6	+3	36
232, TKE Furman Univ.	6	4	8	8	6	4	0	36
233, TKE St. Louis Univ.	6	5	7	6	5	7	0	36
234, TKE Lenoir-Rhyne	7	6	5	6	6	6	0	36
235, ΣΦE Evansville	6	6	6	6	6	6	0	36
236, TKE Belmont Abbey	5	5	6	7	8	5	-1	35
237, ΦΔΘ Knox College	5	5	6	7	6	6	0	35
238, TKE Ohio University	6	4	6	4	7	6	+1	34

EXHIBIT 3 - Continued

Chapter #, name, and location	Comparative Size	Comparative Scholarship	Rush Results	Initiation Rate	Campus Leadership	Campus Opinion	Size Adj.	Total Score
239, TKE Bradley Univ.	4	7	5	4	6	5	+1	32
240, TKE Toledo Univ.	6	4	4	8	4	4	+1	31
241, TKE Hillsdale Coll.	5	4	7	6	6	3	0	31
342, TKE Louisiana Tech.	6	4	7	3	5	5	0	30
343, TKE ISUNO	6	5	6	4	5	3	0	29
344, TKE NC State	4	6	6	4	4	4	+1	29
345, TKE McNeese State	7	5	6	2	3	6	0	29
346, TKE Ohio Wesleyan	4	6	4	6	5	2	+1	28
347, TKE Louisville	4	6	4	8	4	2	0	28
348, TKE Centenary	5	3	6	6	5	4	-1	28
349, TKE Wabash	2	6	4	8	6	2	0	28
350, TKE Miami (Ohio)	3	6	5	7	3	2	+2	28
351, TKE Valdosta State	3	5	4	3	6	7	-1	27

EXHIBIT 3 - Continued

Chapter #, name, and location	Comparative Size	Comparative Scholarship	Rush Results	Initiation Rate	Campus Leadership	Campus Opinion	Size Adj.	Total Score
352, TKE Butler Univ.	4	2	5	7	5	4	0	27
353, TKE Adrian College	4	4	4	7	5	3	0	27
354, TKE Auburn Univ.	3	6	5	4	2	4	+2	26
355, TKE Louisiana State	4	7	5	3	2	3	+2	26
356, TKE S.W. Missouri	5	5	4	3	4	5	0	26
357, TKE Bureka College	4	7	5	4	5	2	-2	25
358, TKE Indiana Univ.	3	5	3	6	2	3	+3	25
359, TKE Tampa Univ.	2	8	2	8	2	2	0	24
360, TKE Univ. of Texas	2	8	3	4	3	2	+2	24
361, TKE Evansville	2	4	3	7	6	2	0	24
362, TKE Wash. (St. Louis)	3	3	5	4	5	3	+1	24
363, TKE Ill. Wesleyan	4	3	5	3	6	3	0	24
364, TKE S.E. Missouri	4	2	6	5	5	2	0	24

EXHIBIT 3 - Continued

Chapter #, name, and location	Comparative Size	Comparative Scholarship	Rush Results	Initiation Rate	Campus Leadership	Campus Opinion	Size Adj.	Total Score
365, TKE Marietta College	3	3	4	6	4	3	0	23
466, TKE High Point	2	7	2	4	4	2	0	21
467, TKE Bowling Green	2	3	3	5	2	2	+1	18
468, TKE U. of Florida	2	2	3	5	2	2	+2	18
469, TKE U. of Kentucky	2	3	2	5	2	2	+2	18
470, TKE N.E. Louisiana	2	5	2	2	5	2	-1	17
471, TKE U. of Arkansas	2	2	3	2	4	2	+1	16
472, TKE N.W. Louisiana	2	2	4	2	3	2	0	15

EXHIBIT 4

WORK SHEET FOR RATING CHAPTERS AS TO THEIR PERFORMANCE OF THE MANAGERIAL FUNCTIONS

Chapter #	Objectives	Planning	Organizing	Actuating	Coordinating	Evaluating	Total Score
101	5	25	33	54	10	15	142
102	21	23	35	65	8	15	167
103	11	28	33	53	13	15	153
104	21	21	34	43	13	5	137
105	21	8	36	58	13	0	136
106	18	25	28	57	13	8	149
107	13	18	38	64	10	13	156
108	19	28	31	63	10	15	166
109	18	23	31	44	3	5	124
110	18	28	23	56	10	10	145
111	13	21	34	59	13	13	153
112	24	25	26	46	11	3	135
113	18	25	36	27	15	15	136
114	13	20	18	37	10	8	106
115	18	25	28	47	11	5	134
116	18	21	26	65	5	15	150
117	21	21	40	58	13	8	161
118	8	28	24	58	11	10	139
119	11	26	18	37	15	15	122
120	16	26	30	50	13	15	150
121	16	15	16	54	8	10	119
122	0	21	27	31	5	13	97
223	18	21	18	53	8	5	123
224	18	25	30	26	13	8	120
225	0	18	18	40	6	5	87
226	18	8	25	38	9	10	108

EXHIBIT 4 - Continued

Chapter #	Objectives	Planning	Organizing	Actuating	Coordinating	Evaluating	Total Score
227	16	8	25	34	8	0	91
228	16	21	29	40	5	10	121
229	11	13	11	53	11	3	102
230	3	0	28	38	10	5	84
231	16	23	25	47	15	15	141
232	16	21	21	40	11	10	119
233	19	24	15	45	13	8	124
234	18	3	13	28	6	0	68
235	18	20	38	65	15	15	179
236	13	23	31	41	11	10	129
237	8	24	30	42	10	15	129
238	21	28	18	63	13	10	153
239	21	18	15	53	15	5	127
240	16	16	26	52	13	10	133
241	16	23	25	40	13	15	132
342	10	16	14	44	3	3	90
343	13	13	19	49	3	8	105
344	16	14	21	43	13	8	115
345	16	0	13	19	6	0	54
346	0	23	21	41	5	0	90
347	18	11	21	43	3	10	106
348	18	3	15	31	5	0	72
349	21	18	24	43	8	8	122
350	8	24	8	55	10	5	110
351	3	0	14	37	3	0	57
352	21	18	23	52	6	10	130
353	16	8	23	31	13	0	91
354	11	14	31	47	10	3	116

EXHIBIT 4 - Continued

Chapter	Objectives	Planning	Organizing	Actuating	Coordinating	Evaluating	Total Score
355	13	10	26	46	3	5	103
356	16	0	3	36	15	0	72
357	8	8	26	44	6	0	92
358	24	21	11	50	6	10	122
359	17	13	6	34	3	5	78
360	13	24	21	47	11	10	126
361	13	0	16	32	0	5	66
362	24	26	29	41	8	13	141
363	15	3	21	53	13	8	111
364	11	0	16	44	13	8	92
365	18	21	23	45	13	10	130
466	22	0	3	19	10	5	59
467	16	3	21	26	3	0	69
468	0	16	13	44	6	3	82
469	11	14	13	31	3	3	75
470	16	3	8	30	5	5	67
471	13	16	21	52	13	8	123
472	13	5	0	20	0	0	38
Maximum Score Possible	24	28	40	76	15	15	198

EXHIBIT 5

WORK SHEET FOR RATING CHAPTERS AS TO THEIR UTILIZATION OF MANAGEMENT PRACTICES

Chapter	MANAGEMENT PRACTICES*																																
	Objectives Planning										Organizing								Actuating										Coord. Eval.				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
101	5	0	0	0	0	5	5	5	0	10	10	5	3	0	5	10	3	3	5	0	3	5	0	5	5	3	12	10	5	5	0	5	10
102	10	5	3	0	3	5	5	3	0	10	10	5	5	5	5	5	5	5	3	3	0	3	5	5	5	18	8	3	5	0	5	10	
103	5	3	0	0	3	5	5	5	3	10	10	0	3	5	5	10	5	5	5	0	3	5	0	5	0	3	12	10	5	5	3	5	10
104	10	5	3	0	3	3	3	5	0	10	8	5	3	3	5	10	3	3	3	0	0	3	3	3	5	3	9	8	5	5	3	0	5
105	10	5	3	0	3	0	5	3	0	0	8	5	3	5	5	10	5	5	5	5	5	5	3	3	5	5	6	6	5	3	5	0	0
106	10	5	0	0	3	5	5	5	0	10	10	0	5	3	5	5	5	5	5	5	5	3	3	3	3	3	9	8	5	5	3	3	5
107	5	5	0	0	3	5	3	5	0	5	8	5	5	5	5	10	5	5	3	3	5	5	3	3	0	5	15	8	5	5	0	3	10
108	10	3	3	0	3	5	5	5	3	10	8	5	3	5	5	5	5	5	5	5	3	5	0	5	5	5	12	8	5	5	0	5	10
109	10	5	0	0	3	5	3	5	0	10	8	5	5	3	5	5	5	0	5	0	0	3	3	5	5	0	15	8	0	3	0	5	0
110	10	5	0	0	3	5	5	5	3	10	10	0	3	0	5	5	0	5	3	5	5	5	3	5	0	5	12	8	5	5	0	5	5
111	10	3	0	0	0	3	5	3	0	10	8	5	3	3	5	10	5	3	5	3	3	5	3	3	5	5	9	10	5	3	5	3	10
112	10	5	3	3	3	5	5	5	0	10	10	0	3	3	0	10	3	5	3	3	5	0	3	3	5	0	6	10	3	5	3	3	0
113	10	5	0	0	3	5	5	5	0	10	10	5	3	3	5	10	3	5	5	0	0	3	0	5	0	0	6	0	5	5	5	5	10
114	10	3	0	0	0	5	5	0	0	10	10	0	3	0	0	5	3	5	5	0	0	5	3	5	0	0	3	8	5	5	0	3	5
115	10	5	0	0	3	5	5	5	0	10	10	0	5	5	3	5	5	3	3	5	5	3	3	5	5	0	0	10	5	3	3	5	0
116	10	5	0	0	3	5	3	3	0	10	10	0	3	3	0	10	3	5	5	5	5	3	3	3	5	5	15	8	5	0	0	5	10
117	10	5	3	0	3	3	3	5	0	10	10	5	5	5	5	10	5	0	0	5	5	5	3	5	5	0	15	10	5	5	3	3	5
118	5	0	0	0	3	5	5	5	3	10	3	5	3	3	5	5	5	3	3	5	5	3	0	3	5	3	15	8	5	3	3	5	5
119	0	5	3	0	3	5	3	5	3	10	10	5	3	0	0	0	5	0	0	0	0	3	0	3	5	5	6	10	5	5	5	5	10
120	10	3	0	0	3	5	5	3	3	10	10	0	5	0	5	10	3	5	5	0	3	5	3	3	3	5	9	6	5	5	3	5	10
121	10	3	0	0	3	5	0	0	0	10	6	0	0	0	0	10	5	5	5	3	3	3	3	3	5	0	9	10	5	3	0	5	5
122	0	0	0	0	0	5	3	3	0	10	3	5	3	3	3	10	5	0	0	0	0	5	0	3	5	5	0	8	0	5	0	3	10
223	10	5	0	0	3	5	3	3	0	10	10	0	3	0	0	5	0	5	3	5	5	5	3	0	5	0	12	10	5	3	0	5	0
224	10	5	0	0	3	5	5	5	0	10	5	5	5	5	5	5	0	0	3	0	3	0	3	5	3	0	9	0	3	5	5	3	5

EXHIBIT 5 - Continued

Chapter	MANAGEMENT PRACTICES*																																
	Objectives Planning											Organizing											Actuating										
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
225	0	0	0	0	0	5	3	0	0	10	8	0	5	0	5	0	5	5	5	0	3	3	3	3	5	5	3	0	3	3	0	5	0
226	10	5	0	0	3	0	5	3	0	0	10	0	5	0	5	5	3	5	3	0	0	5	3	3	5	5	6	0	3	3	3	0	10
227	10	3	0	0	3	0	3	0	0	5	10	0	0	0	5	10	0	3	3	0	0	0	3	5	0	5	9	6	5	3	0	0	0
228	10	3	0	0	3	5	3	3	0	10	10	3	3	3	5	5	3	5	3	0	3	3	3	3	3	5	6	3	0	5	0	5	5
229	5	3	0	0	3	3	5	0	0	5	6	0	0	0	5	0	5	5	5	0	5	0	3	5	5	0	12	8	5	3	3	3	0
230	0	0	0	0	3	0	0	0	0	0	8	5	0	0	5	10	5	5	5	0	0	3	3	3	5	3	6	0	5	5	0	0	5
231	10	3	0	0	3	5	5	3	0	10	10	5	0	0	0	10	3	0	0	3	5	0	3	3	5	0	15	10	5	5	5	5	10
232	10	3	0	0	3	3	5	3	0	10	10	0	3	3	0	5	5	5	5	0	0	0	0	3	0	5	9	8	3	5	3	5	5
233	10	3	3	0	3	5	3	3	3	10	10	0	0	0	0	5	5	5	5	3	3	3	3	5	5	5	3	0	5	5	3	3	5
234	10	5	0	0	3	0	3	0	0	0	3	0	5	0	5	0	5	5	3	0	0	0	3	3	3	0	0	6	3	3	0	0	0
235	10	5	0	0	3	5	5	5	3	10	10	5	3	5	5	10	3	5	5	5	3	3	3	5	5	5	15	8	5	5	5	5	10
236	10	0	0	0	3	3	5	5	0	10	8	5	0	5	3	10	5	5	5	0	5	0	0	3	5	5	0	8	3	5	3	5	5
237	5	0	0	0	3	5	3	3	3	10	10	0	5	0	5	10	3	3	3	0	0	3	3	5	3	0	9	10	5	5	0	5	10
238	10	5	3	0	3	5	5	5	3	10	8	5	0	0	0	5	5	5	5	5	3	5	3	5	3	3	15	6	5	3	5	5	5
239	10	5	3	0	3	5	3	5	0	5	10	0	0	0	5	0	5	3	3	0	3	5	3	3	5	3	12	8	5	5	5	0	5
240	10	3	0	0	3	0	5	3	3	5	10	3	0	3	5	5	0	5	5	5	3	3	3	5	3	5	12	3	5	5	3	0	10
241	10	0	0	0	3	5	5	3	0	10	10	0	0	0	5	10	0	0	0	3	3	0	3	5	3	0	9	10	5	5	3	5	10
342	10	0	0	0	0	3	3	0	0	10	6	0	3	0	0	5	0	5	3	5	3	3	3	5	0	0	9	8	0	3	0	3	0
343	5	5	0	0	3	0	3	0	0	10	8	0	3	3	0	5	5	5	5	3	3	3	3	3	5	5	3	6	3	0	0	3	5
344	5	5	3	0	3	3	3	3	0	5	5	5	3	3	0	5	5	0	3	5	3	3	3	3	5	0	3	10	5	5	3	3	5
345	10	3	0	0	3	0	0	0	0	0	10	0	0	3	0	0	0	5	0	0	0	3	3	5	3	0	0	0	0	3	3	0	0
346	0	0	0	0	0	5	5	3	0	10	10	5	3	3	0	0	0	5	3	3	3	5	3	3	0	0	6	10	5	0	0	3	5
347	10	5	0	0	3	0	3	0	3	5	10	0	3	0	3	5	0	3	0	3	5	0	3	5	0	3	15	6	0	3	0	0	10
348	10	5	0	0	3	0	3	0	0	0	10	0	0	0	5	0	3	5	3	0	0	3	3	3	0	5	6	0	5	0	0	0	0
349	10	5	3	0	3	5	3	5	0	5	8	5	3	3	0	5	3	3	3	0	3	3	3	3	3	3	6	10	5	3	0	3	5

EXHIBIT 5 - Continued

Chapter	MANAGEMENT PRACTICES*																																		
	Objectives Planning										Organizing										Actuating										Coord.			Eval.	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33		
350	5	0	0	0	3	5	3	3	3	10	5	0	0	0	3	0	5	5	5	5	5	5	3	3	5	0	6	8	5	5	0	5	0		
351	0	0	0	0	3	0	0	0	0	0	3	5	3	3	0	0	0	5	3	5	3	3	3	3	3	0	9	0	0	3	0	0	0		
352	10	5	3	0	3	5	0	3	0	10	10	0	3	5	0	5	3	0	3	5	5	0	3	5	5	5	12	6	3	3	0	5	5		
353	10	3	0	0	3	0	3	5	0	0	10	0	0	0	3	10	5	0	0	0	3	0	3	3	3	5	9	0	5	3	5	0	0		
354	5	3	0	0	3	5	3	3	3	0	10	5	3	3	5	5	3	5	5	0	3	3	3	5	3	5	6	6	0	5	5	3	0		
355	10	0	0	0	3	0	5	5	0	0	8	5	0	3	5	5	5	0	3	5	5	5	3	3	0	5	6	6	0	3	0	0	5		
356	10	5	0	0	3	0	0	0	0	0	0	0	0	0	3	0	3	5	0	3	3	0	3	5	3	5	6	0	5	5	5	0	0		
357	5	0	0	0	3	0	3	5	0	0	8	0	3	5	5	5	0	5	3	0	3	5	3	3	0	5	9	8	0	3	3	0	0		
358	10	5	3	3	3	5	3	3	0	10	8	0	0	3	0	0	3	3	3	3	5	0	3	5	5	0	12	10	3	3	0	5	5		
359	5	3	3	3	3	3	0	0	0	10	3	0	0	3	0	0	0	0	0	0	3	3	3	3	5	5	12	0	0	3	0	5	0		
360	5	5	0	0	3	5	3	3	3	10	3	5	3	5	5	0	0	5	3	5	3	5	3	5	5	0	3	10	5	3	3	5	5		
361	5	5	0	0	3	0	0	0	0	0	8	3	0	0	5	0	3	3	0	0	0	3	3	5	3	0	12	0	0	0	0	0	5		
362	10	5	3	3	3	5	3	5	3	10	8	5	3	3	5	5	0	3	3	5	3	3	3	3	3	0	9	6	5	0	3	3	10		
363	10	0	0	0	3	0	3	0	0	0	8	0	3	0	0	10	5	0	0	5	5	5	3	3	5	5	9	8	5	5	3	3	5		
364	5	3	0	0	3	0	0	0	0	0	8	0	3	0	5	0	3	5	0	5	5	0	3	5	3	0	12	3	5	5	3	3	5		
365	10	5	0	0	3	5	3	3	0	10	10	5	3	0	0	5	3	5	3	5	3	3	3	3	5	0	6	6	5	3	5	5	5		
466	10	3	3	3	3	0	0	0	0	0	3	0	0	0	0	0	0	0	0	0	0	5	3	0	0	5	6	0	5	5	0	0	5		
467	5	5	3	0	3	0	3	0	0	0	10	0	3	0	3	5	0	3	3	0	0	3	3	3	5	3	3	0	3	0	0	0	0		
468	0	0	0	0	0	3	3	0	0	10	10	3	0	0	0	0	5	0	0	5	3	3	3	5	5	3	9	3	3	0	3	3	0		
469	5	3	0	0	3	3	3	3	0	5	5	0	0	3	5	0	3	5	3	5	3	0	3	3	0	3	3	0	0	0	3	3	0		
470	10	3	0	0	3	0	3	0	0	0	3	0	0	0	0	5	0	5	3	0	0	3	3	0	5	5	6	0	0	5	0	0	5		
471	5	5	0	0	3	3	3	0	0	10	8	0	3	0	0	10	3	5	5	5	3	3	3	3	0	5	9	0	5	3	5	3	5		
472	5	5	0	0	3	0	0	0	0	5	0	0	0	0	0	0	3	5	3	0	0	3	3	0	0	0	3	0	0	0	0	0	0		

*The numerical designation of the management practices corresponds to the list of practices on pages 242-244.

EXHIBIT 6

GEOGRAPHICAL DISTRIBUTION OF THE CHAPTERS SURVEYED

Area*	Total Chapters Studied	Total TKE Chapters in Area	TKE Chapters % of Total	Total NLC Chapters in Area ³	Chapters Studied as % of Total
A. East North Central	41 ¹	55	52.7%	805	5.1%
B. West North Central	5	31	16.1% ²	388	1.3%
C. South Atlantic	12	22	54.5%	495	2.4%
D. East South Central	4 ¹	5	60.0%	238	1.7%
E. West South Central	10	17	58.8%	297	3.4%

* The areas are those as defined by the U.S. Bureau of Census: East North Central (Ohio, Indiana, Illinois, Michigan, and Wisconsin), West North Central (Minnesota, Iowa, Missouri, North Dakota, South Dakota, Nebraska, and Kansas), South Atlantic (Delaware, Maryland, District of Columbia, Virginia, West Virginia, North Carolina, South Carolina, Georgia, and Florida), East South Central (Alabama, Kentucky, Tennessee, and Mississippi), and West South Central (Arkansas, Louisiana, Oklahoma, and Texas).

¹In these two areas, the number of TKE chapters studied differs from the total studied. In the East North Central region, 29 TKE chapters were surveyed; in the East South Central area, three of the four chapters studied were affiliated with Tau Kappa Epsilon.

²The small percentage for this area results from the fact that chapters were surveyed in only one of the seven states in this region. The state surveyed was Missouri.

³The figures are estimated by the writer, based on data available in 1963-64.

AN INQUIRY INTO THE POSSIBLE RELATIONSHIP BETWEEN THE SUCCESS
OF A SOCIAL FRATERNITY AND ITS ADHERENCE TO BUSINESS
MANAGEMENT PRACTICES AND PRINCIPLES

Abstract of a Dissertation Submitted in Partial Fulfillment
of the Requirements for the Degree of
Doctor of Philosophy

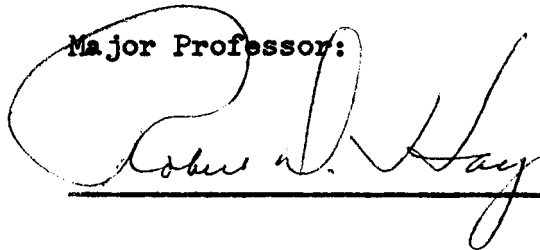
By

WILLIAM VAN MUSE
B. S., Northwestern State College of Louisiana, 1960
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1966
The University of Arkansas

This abstract is approved
for recommendation to the
Graduate Council.

Major Professor:


Robert W. Hay

ABSTRACT

AN INQUIRY INTO THE POSSIBLE RELATIONSHIPS BETWEEN THE SUCCESS OF A SOCIAL FRATERNITY AND ITS ADHERENCE TO BUSINESS MANAGEMENT PRACTICES AND PRINCIPLES

Author: William V. Muse

Chairman of Dissertation Committee: Professor Robert D. Hay
Department of Management

This research tested the hypothesis that the better managed are social fraternities, the more successful they will be. The stated purpose of the study was to provide information to answer the following questions:

- 1) To what extent are selected management practices and principles utilized by college social fraternities?
- 2) Is there any significant relationship between the adherence to these managerial principles and practices and the degree of success achieved by the fraternities studied?

Research design. Success was measured in comparative terms--how well the fraternity being studied ranked when compared to the other groups with which it competed. Six criteria were selected to serve as the basis for ranking: size, scholarship, rush results, initiation rate, campus leadership, and campus opinion.

The writer defined management in terms of six managerial functions--determining objectives, planning, organizing, actuating, coordinating, and evaluating--and identified 33 management practices to serve as a measure of the extent to which these functions were performed.

Data collection. The data for analysis were collected via personal interviews. A total of 72 chapters of 11 different national fraternities were interviewed between September, 1963 and June, 1964. The groups were dispersed over a geographic area including 16 states and were taken from 60 different colleges and universities. The sample was selected by a non-random method, but a statistical test indicated that a significant degree of randomness was present.

Methods of analysis. Two methods of analysis were used--the chi square distribution test and regression and correlation analysis. Each of the success factors was given a rating and an overall success score for each chapter was determined. Likewise, a rating was formulated for the extent of performance of the managerial practices and a management score computed.

For the chi square analysis, the chapters were divided into two groups on the basis of their total success score and the answers to each question compared to determine if any significant difference existed between chapters on different levels of success.

The writer used multiple regression and correlation analysis to determine the relationship between the performance of each of the 33 managerial practices and a chapter's success score. Single regression and rank correlation computations were made of the relationship between a chapter's success and management scores.

Findings. Both single regression and rank correlation analysis described a relationship between "success" and "management" that was significant at the .05 level. Considering the chi square and the regression

analysis, the following management practices were indicated by the study to be most highly associated with success in the 72 chapters studied.

1. Specific short-range goals clearly announced.
2. A definite financial budget.
3. An advance planning period of at least one month for chapter activities.
4. Apprenticeship positions for major chapter activities--especially an assistant rush chairman and an assistant pledge trainer.
5. A definite program for orientation and assistance for new officers.
6. Supervision supplied by an experienced and active Chapter Advisor.
7. Motivation supplied by information sharing--primarily financial data.
8. Motivation supplied by providing recognition--primarily in the form of individual awards.
9. Regular meetings among officers of the undergraduate chapter.
10. The presence of a high degree of cooperation among the chapter officers.

The results of the research also tended to indicate that for the chapters studied: (1) the managerial functions of organizing and planning were most highly associated with success, (2) a chapter's comparative size rating tended to have the greatest influence on its overall success score, (3) the more successful chapters tended to have better housing, and (4) the larger chapters in absolute size tended to have higher scholastic ratings and lower operating costs per man.

Limitations. Weaknesses of the study include the arbitrary values used to quantify the success and management variables, the small size of

the sample, the short time period of the study, and the fact that a majority of the chapters studied were from one national fraternity.